DOCUMENT RESUME

ED 419 738 SO 028 770

AUTHOR Simpson, Anita
TITLE Kid Town: A Thematic Simulation about Community Life through Reading, Speaking, Math, and Art Skills.
ISBN ISBN-1-57336-216-6
PUB DATE 1997-00-00
NOTE 202p.; For other items in the "Interact" series, see SO 028 760-778.
AVAILABLE FROM Interaction Publishers, Inc., DBA Interact, 1825 Gillespie Way, 101, El Cajon, CA 92020, telephone: 619-448-1474 ($44).
PUB TYPE Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Community; Cooperative Learning; Decision Making; Elementary Education; Learning Strategies; *Local History; *Neighborhoods; Simulation; *Social Studies; Teaching Guides; Teaching Methods; Thematic Approach

ABSTRACT

This simulation allows students to role play workers and consumers in businesses they create. Students become involved in learning about communities by taking study trips within their real community and by reading literature related to neighborhoods and communities. Through the simulation, daily activities are introduced to students as daily messages, literature lessons, and beginner stories. Additional authentic writing, mathematics, and art activities are also connected with the operation of the town's businesses. Each completed assignment earns "big bucks" that are spent in town activities and used for a final graphing activity. A town improvement plan must be completed with the simulation culminating in a town meeting to which parents and community members are invited. A student-authored book becomes the final project and a keepsake of the experience. (EH)

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INTERACT
LEARNING THROUGH INVOLVEMENT

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ED 419 738

KID TOWN

A thematic simulation about community life through reading, speaking, math, and art skills

SO 028 770

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SAMPLE

INTERACT
LEARNING THROUGH INVOLVEMENT

KID TOWN

A thematic simulation about community life through reading, speaking, math, and art skills

ANITA SIMPSON, the author of KID TOWN, received her B.A. in elementary education from Kearney State College and her M.A. in reading from the University of Northern Colorado. A primary teacher for over 15 years, Anita is currently teaching first grade at Foster Elementary School in Sweet Home, Oregon.

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DBA Interact
1825 Gillespie Way #101
El Cajon, California 92020
(619) 448-1474
ISBN 1-57336-216-6

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PURPOSE

KID TOWN is a simulation in which students role play workers and consumers in businesses they create. They become involved in learning about communities through taking study trips within their real community and from reading (or having read to them) literature related to neighborhoods and communities. The simulation's purpose is two-fold:

1. It provides experiences that lead students to a basic understanding of a community, and how a community's geography, residential and business areas, economics, and politics are all interdependent.
2. It provides *a balanced literacy approach* to teaching beginning readers within their simulated community experiences. Through the use of phonics, sight words, context, and comprehension skills, students are taught to read *strategically*.

"... *a balanced literacy approach* to teaching beginning readers ..."

Specifically, while working in their KID TOWN simulation, students experience the following:

Knowledge

1. People have needs and wants.
2. Communities need to have services and goods available.
3 Citizens are both producers and consumers.
4. Leaders are elected based on certain characteristics.
5. Personal information consists of complete name, phone number, and address.

Feelings

1. Excitement in selling what they produce
2. Appreciation of everyone's value as students work together to make their town work
3. Enjoyment of stories about neighborhoods and towns

Skills

1. Reading of word families and sight words
2. Using a decoding process of phonics and context
3. Writing a job application
4. Cooperating in small groups to create businesses
5. Creating new products
6. Using basic math skills: addition and subtraction, measurement and fractions

OVERVIEW

Young children love to play store, play school, and create their own imaginative role plays that simulate the real world. KID TOWN allows children to feel like they are "playing" while you are leading them to learn important social studies concepts and to develop basic reading, writing, math, and art skills.

The simulation begins with students examining a large wall map that they have watched being constructed; it illustrates a new town that will become their simulated world. (Parents or older students can project, trace, and color the town map outline from provided materials.)

> "Your role ... is to simulate a leadership position as the town MAYOR ..."

Your role as teacher is to simulate a leadership position as the town mayor. You will also plan related study trips through your real world community to increase student knowledge and understanding of what a community (or town) is. First you help your class decide on a name for their new town. Next you assign students to cooperative learning groups to set up stores and services, complete with storefronts, products, and prices. Individual maps serve as contracts for the students to record their employment at the various stores.

Throughout the simulation, daily activities are introduced to students through a DAILY MESSAGE, a LITERATURE LESSON, and a BEGINNER STORY. Additional authentic writing, math, and art activities are also connected with the operation of the town's businesses. Each completed assignment earns BIG BUCKS (KID TOWN money) that are spent in town activities and used for a final graphing activity.

After a few days of the town's operation, the class receives a TOWN IMPROVEMENT PLAN delivered by your school's principal. Included in the plan is FATE CARD "mail" for each student. The teacher also announces at this time that a new mayor must be elected for the town. The election then follows and students are introduced briefly to some governmental activities in communities.

Teaching tip →

Invite your friendly custodian to stop by during his/her "night run." School staff members enjoy knowing about authentic experiences students are having.

KID TOWN concludes with preparations for the Town Meeting to which parents, PTA members, and the real world local media are all invited. The final project, a student-authored book, becomes a keepsake of the KID TOWN experience. Students also create new products and practice sales talks to sell products from their businesses. Since reading skills have been developed and practiced throughout the simulation, the Town Meeting becomes an opportunity for sons and daughters to demonstrate their hard work. The visiting adults and brothers/sisters are invited to tour the town, buy products, and listen to your students reading about their imaginary town.

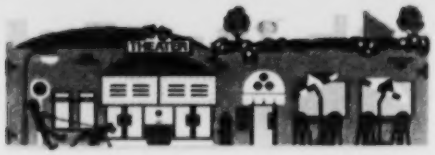
TIME COMMITMENT

How much time? The simulation takes a commitment of about three hours daily for 15 days in a three-week period. *(See the Unit Time Chart on tab 2/page 2.)* However, the amount of time you spend each day studying about and then working within your community is your decision. Some days you may spend three hours; other days you may spend four or more hours.

The thematic unit Realize the ideal KID TOWN simulation unit is a *thematic* one—as detailed in Tab 4, which presents three organizational options, ranging from minimum to maximum teacher/parent/community support and student involvement.

"... the amount of help you might receive ..."

Working with one or more colleagues Finally, before you decide on your time commitment, recognize that although you can do KID TOWN alone, you can have a wonderful time working with at least one other colleague and his/her students, and parents. Realize that the amount of help you might receive from colleagues and community could make the simulation experience quite astounding.



YOUR NOTEBOOK

Why this notebook format?

KID TOWN is published in a three-ring notebook for two reasons:

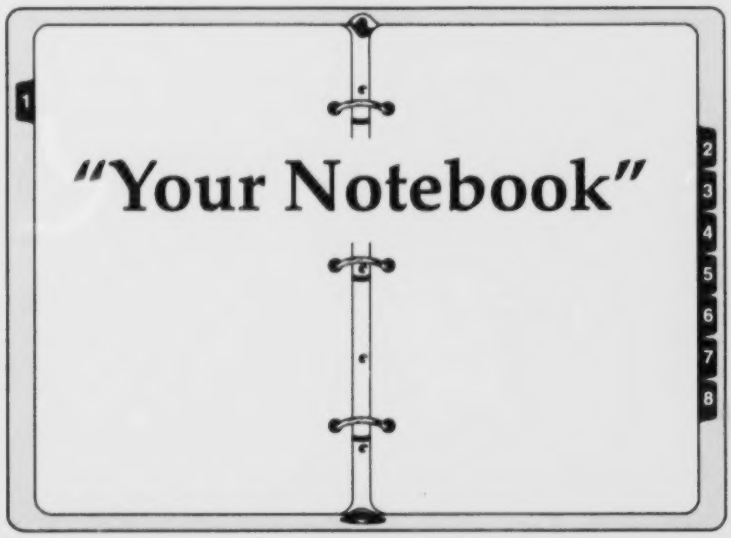
1. Using tabbed sections in a notebook allows you to organize the materials logically for easy access and use.
2. A notebook becomes something personal if you use its tab sections as places to "file" your own creative lessons as well as samples of students' work.

... this notebook will become *yours* ...

This notebook will become *yours* when you add personal materials in the various tab sections, materials that mean something special to you, your students and parents. For example, you may wish to keep in this first tab section notes on planning, creating, and "living" in KID TOWN. *Remember to include photos of students and parents in your classroom town.*

You can write notes and add your own handouts that have helped you expand on or improve the original materials in the tab sections. Wherever appropriate, include samples of student work that relate to the tab section's contents. You will then have plenty of samples to show students when you run the simulation again.

In summary, Interact is proud that its purchasers take our units and adapt them to fit their own situations. Consequently, be sure you fill the three-ring notebook's tab sections with your ideas and with your students' experiences. This notebook then will definitely have become **Your Notebook**.



FIRST DECISIONS - 1

"... you may wish to modify these directions ..."

This simulation has been designed for primary students. If you are a first-time simulation user, you will likely achieve the most success by following the daily directions quite closely as described in Tab 2: Daily Directions. Even if you have no experience with simulations, you may wish to modify these directions and other simulation materials. Interact is proud that teachers modify and personalize Interact simulations, exercising personal knowledge and creativity to make their teaching units *more than* what the company sends out in the mail.

Therefore, before you actually begin KID TOWN, browse through all of the tabbed sections and then carefully decide how you can best fit this simulation into your classroom situation.

Time and Instruction

1. **Beginning the simulation** You need to choose between beginning the simulation as printed or spending several days immersing students in literature about neighborhoods. (See BIBLIOGRAPHY on tab 6/pages 30-31.) Another option for older primary students would be reading in social studies textbooks and completing a few activities that introduce the idea of neighborhoods and communities.

"... it unifies several learning disciplines ..."

2. **A thematic unit** KID TOWN is a *thematic* unit; that is, it unifies several learning disciplines. Since it is a simulation, the learning is experiential—what Interact thinks of as natural and authentic. The planned experiences in beginning reading skills and strategies, math, art, and social studies concepts ensure academic growth. However, if you wish to omit certain activities such as the Beginner Stories, the simulation will not be adversely affected.

3. **Unit Time Chart** The overview time chart on tab 2/page 2 outlines one example of a daily sequence to follow. You need to allow at least 13 days to complete all the activities provided in this notebook. Most days include one hour of reading-related activities plus one hour of simulation town activities. The reading activities are designed to complement each day's simulation activities.

FIRST DECISIONS - 2

"... study trips capture students' interest (and) stimulate reading skills ..."

Resources

1. **Study trips** Make advance arrangements for study trips by visiting potential businesses. Determine how many trips you wish your students to have. (See Tab 4: Study Trips for more details.) Also decide whether to have study trips primarily *before* the simulation in order to capture students' interest or *during* the simulation to stimulate reading skills and other hands-on experiences.

2. **School librarian** Your librarian is a great resource for helping you gather the literature selections in the bibliography. Be sure to give her/him several weeks' advance notice before you need the books. Include other related literature as well. The literature lessons are designed to be used with any books listed in the bibliography (tab 6/pages 30-31).

3. **Parent participation** Determine how many parents whom you can count on during the simulation. Parental involvement will determine how you do different activities. Many of the activities can be enhanced by parent participation (see Tab 3: Parents). *The most vital parent component is attendance at the Town Meeting.* If this is not possible, you will need to arrange for another class to act as consumers/audience for the culmination of the simulation. ***Note:*** *Send out the INITIAL PARENT LETTER at least one week prior to the first day of the simulation.*

Teaching tip →

Sending this letter home a week in advance will stimulate parental interest and involvement.

4. **Prop box materials** Be sure to look through the prop box materials lists in Tab 5: Stores. There are many suggested items here that will help the simulation become more real. Many of these items can be found at garage sales and in basements of your friends and students' parents. *Begin collecting these items early.*

Plan ahead decisions

1. Students enjoy monitoring their finances. Decide ahead of time whether to use the CHECKBOOK system, wallets, or a combination of both. This system is more intensive, and your students may need help from parents, assistants, or older students. It provides good practice for students who have been introduced to regrouping. Wallets can be obtained in a variety of ways. You will need to determine which way you want to do this. For example, you can ask each child to bring one from home. (In such a case, add this request to the INITIAL PARENT LETTER.)

Other possibilities include having a class set of wallets sewn by a parent, made out of laminated paper, or purchased.

Source:
Creative Educational Surplus
9801 James Circle, Suite C
Bloomington, Minnesota 55431
or phone 612-884-6427

This surplus outlet has 10 nylon wallets for under $3.00. It is also a good outlet for colored tape used in art projects and plastic wheels for vehicles. *Be sure to allow a few weeks for delivery.*

"... include photographs in the culminating Keepsake book ..."

2. At this time you will want to locate a camera if you wish to include photographs in the culminating Keepsake Book. You can add a request for donations of film in the INITIAL PARENT LETTER. Decide whether you will have time enough for developing or if an instant camera is more practical.

3. Determine the date for your Town Meeting. You will need to submit this to your administrator to put on the school calendar. Also, consider the possibility of inviting newspaper or television media to attend. Arrange to have a video camera available for this culminating event.

Professional planning

1. Consider encouraging another teacher to implement Kid Town during the time that your town is in operation. Students could "shop" in the neighboring town. A contrast/comparison of the two towns and their products could be made by using the Venn Diagram strategy as described on tab 6/page 7. Be sure to remind your co-teacher to take photos to use in follow-up activities.

"... note changes or adaptations ..."

2. *As stressed on tab 1/page 4, make this simulation notebook "your own."* Save samples of student work for future use or any end of the year productions. Be sure to note changes or adaptations you made or would suggest for your student population. These notes will help you when you reuse the simulation. Include other worksheets and activities that have tie-ins with KID TOWN. If the notebook becomes too small replace it with a larger one to accommodate your complete resource on neighborhoods and communities.

FIRST DECISIONS - 4

Setup directions

1. Plan for the preparation of the KID TOWN MAP on tab 1/page 12. Involve an upper grade class or individuals, parents, or a group from your class to enlarge and color the map to fit a bulletin board or wall central to the meeting area of your classroom.

2. The reading lessons can take place in your regular classroom setup. You may choose to continue your regular reading/writing program or use the KID TOWN activities to provide your reading instruction during the three weeks of the simulation. I have found it most helpful to have my students seated close to me on a carpet area for most instructional purposes, such as the Literature Lessons. The BEGINNER STORIES will be most effective on an easel chart made into big book form to be reread throughout the school year. The DAILY MESSAGE may be done on overhead, board, or chart paper. Depending on your students' ability, you may decide one of the messages lends itself to a lesson in which everyone receives a copy to read and fill out individually.

> "... seated close to me ..."

3. I recommend doing the simulation in the afternoon, replacing part of your normal math or social studies/science thematic unit time. If you already use learning centers, the businesses may take the place of regular center areas. You will need a total of 13 areas. Many of the areas can be portable by putting the supplies into tubs or boxes. A storefront "window" can be provided by using study carrels, three sides of a cardboard box, or two file folders attached as illustrated below. They are put out on students' desks or tables during the hour of the simulation each day.

Store Front "Window" Options

Store sign
Product prices are posted here.
An 18" high cardboard box with the top, bottom and one side removed leaves a three-sided store front.
Here two folders are used. They are overlapped and glued.

Money considerations

Students begin the simulation with a $0 balance. They must earn money by learning in academic lessons, showing positive behaviors, and working on preparations for the town. The performance of one day earns money to be paid or entered into the checkbook for the next day. The PAY FORM (tab 1/page 14) can be filled out by the students and checked at the end of the day. Wallets can be stored in a "shoe box" safe at the bank (your desk) or at the students' desks.

Students should have earned up to $20 before the stores are ready to open. Do not inflate this amount as it's important for the students to see a need for earning more money. They will spend money quite freely and tend to play a lot during initial operation of the town. They will gradually find the need to earn more money, and will find satisfaction in work. This, in turn, will change their habits to acquire money.

Students can earn or be fined money in several ways:

1. **Completing academic lessons** You may choose to award a total amount for a student's best work or divide this into each lesson throughout the day. How you determine this salary will depend on your students' experiences with money. Increments of 25 cents seem to work best for each lesson. A typical day's academic work should earn about $2.00.

2. **Following behavior rules** Students will work hard to receive behavior bonuses for good classroom and hall behavior. A bonus may be $1. Fines and penalties for time-outs or returning late from recess should equal the bonuses (e.g., loss of $1).

3. **Completing special activities at home** See Tab 3: Parents for more details. A $1-$2 bonus will encourage students to perform tasks at home related to the unit. These tasks should be sent home periodically or listed in a parent newsletter.

4. **Receiving FATE CARD mail** The cards on tab 7/pages 6-9 tell of simulated events in the town which affect the students finances. Some situations affect the entire town so a total dollar impact must be determined by adding or subtracting the amounts.

5. **Receiving salaries by providing services or producing goods** The amount of salaries will be determined in a lesson by the students on Day 3.

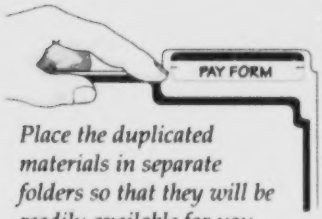
Teaching tip →

If you are using the checkbook option (tab 1/page 19), you may be able to omit the PAY FORM. The students, however, will still need wallets in which to put "spending money." My students used "fake" and old credit cards for a withdrawal system. We scanned the card and checked ID CARDS (tab 1/page 16) before giving them any cash.

Note: * *Starred Items may not need to be copied. You may have access to more authentic materials.*

DUPLICATION - 1

Before beginning KID TOWN, Make copies of the following pages. Page numbers are given in parentheses. The number of copies to duplicate is indicated for every master.



Place the duplicated materials in separate folders so that they will be readily available for you when you need them.

Tab 1: Introduction

- KID TOWN MAP (tab 1/page 12) One copy/student + an extra copy to make an overlay transparency.
- TOWN SQUARE MAP (tab 1/page 13) Two copies/student + an extra copy to make an overlay transparency.
- PAY FORM (tab 1/page 14) Copy enough masters to provide twelve daily pay forms/student.
- PAY FORM EXAMPLE (tab 1/page 15) Copy one to make into an overlay transparency.
- CHECKBOOK (tab 1/page 16) Copy enough masters to provide fifteen daily pages/student, with front and back covers.
- KID TOWN COINS* (tab 1/page 17) Start with one sheet for each student. Glue each sheet on cardboard, cut apart the coins and place them in separate envelopes within a "Coins" folder.
- KID TOWN BIG BUCKS* (tab 1/page 18) Start with one sheet for each student. Glue each sheet on cardboard, cut apart the bills, and place them in separate **1 BIG BUCKS** and **5 BIG BUCKS** envelopes within a "Big Bucks" folder.
- ID CARD (tab 1/page 19) One ID card/student. Copy on cardstock, cut apart.
- JOB APPLICATION (tab 1/page 20) Two to three/student.

Tab 3: Parents

- INITIAL PARENT LETTER (tab 3/page 6) One copy/student.
- PARENT EDUCATIONAL LETTER (tab 3/page 7) One copy/student.
- PARENT INVITATION LETTER (tab 3/page 8) One copy/student.
- JOB SHARING (tab 3/page 9) One copy/student.
- READ AT HOME SLIPS (tab 3/page 10) Start with 25 pages and cut into 75 slips.

Tab 4: Study Trips

- STUDY TRIP PERMISSION SLIP (tab 4/page 7) One copy/student/study trip.
- STUDY SHEET (tab 4/page 8) One copy/student/study trip.

Tab 5: Stores

- GROCERY LIST (tab 5/page 17) Start with two copies/student.
- FOOD PYRAMID POSTER (tab 5/page 18) One copy, or one copy/student if desired.
- LETTER FORM (tab 5/page 19) One copy/student, cut apart.
- GUEST CHECK* (tab 5/page 20) One copy/student, cut apart, and stapled into a pad.
- PIZZA FRACTIONS (tab 5/pages 21-26) One copy of tab 5/pages 22-26/student. Make overlay transparencies of tab 5/pages 21-26.
- CHECK OUT CARD* (tab 5/page 27) One copy/student, cut apart.

Teaching Tip

Add your name to the first two letters before you duplicate them.

Note: You may wish to create your own INITIAL and EDUCATIONAL LETTERS. In such a case, use the printed letters as models.

*Note: * Starred Items may not need to be copied. You may have access to more authentic materials.*

DUPLICATION - 2

- MESSAGE FORM* (tab 5/page 28) One copy/student, cut apart and stapled into a pad.
- REPORTING AN EMERGENCY (tab 5/page 29) One copy/student.
- SITUATION CARDS (tab 5/pages 30-32) One copy of each page, cut apart and stapled into a pad.
- PET SHEETS (tab 5/pages 33-37) One copy/student of each sheet.
- FILM REVIEW SHEET (tab 5/page 38) One copy/student, plus some extras.
- TICKETS* (tab 5/page 39) Make five copies on cardstock and cut apart.
- FLASH CARD FISH (tab 5/page 40) Make fifteen copies on cardstock.
- FISHING LICENSES (tab 5/page 41) Copy on cardstock, cut apart, one license/student.

Tab 6: Reading

- STORY RESPONSE (tab 6/page 32) One copy/student to start.
- MY BEGINNER STORIES—cover (tab 6/page 33) One copy/student.
- The 10 Beginner Stories appear in their order of use: PUBLIC LIBRARY, FISHING POND, POST OFFICE, MOVIE THEATER, RECYCLING CENTER, ART STUDIO, TELEPHONE DISPATCH OFFICE, GROCERY STORE, PIZZA PARLOR, PET SHOP (tab 6/pages 34-43) One copy/student.
- The 10 Illustrations for the BIG BOOKS appear in the same order as the Beginner Stories immediately above (tab 6/pages 44-53) One copy for each BIG BOOK created for classroom use.
- MY WRITING JOURNAL—cover (tab 6/page 54) One copy/student.
- KID TOWN GAME BOARD (tab 6/page 55) One copy, colored and laminated.

Tab 7: Town Improvement Plan

- KID TOWN HEADQUARTERS LETTER (tab 7/page 4) One copy.
- TOWN IMPROVEMENT PLAN (tab 7/page 5) One copy.
- FATE CARDS (tab 7/pages 6-9) One copy of each page.
- MAKING A NEW CREATION (tab 7/page 10) One copy/student.
- MAGNET MICE (tab 7/page 11) One copy/student.
- FOR SALE (tab 7/page 12) One copy/student.
- BALLOT FOR MAYOR (tab 7/page 13) One copy/student.

Tab 8: Town Meeting

- VEST PATTERN (tab 8/page 9) One/student.
- VISOR HAT PATTERN (tab 8/page 10) One copy/student, on heavy paper.
- AWARD PATTERN (tab 8/page 11) One copy/student, on bright paper.
- POP-UP INVITATION (tab 8/page 12) One copy/student, on colored paper.

Woods
Housing
Golf Course
Housing
Recycling Center
Movie Theater
Pizza Parlor
Pet Shop
Police Station
Farms
Lake
Tennis Courts
Grocery Store
City Hall
Telephone Dispatch Office
Bank
Post Office
Public School
Laundromat
Bowling Alley
Farms
Park
LIBRARY
Music Studio
Art Studio
Jewelry Store
Fishing Pond
Fire Station
Farm land
Farm land
N
Swimming Pool
Housing
Woods

KID TOWN MAP

TOWN SQUARE MAP

PAY FORM

Name _____

Date _____

Money Earned

Lessons _____

Working _____

Behavior _____

Other _____

Total

PAY FORM

Name _____

Date _____

Money Earned

Lessons _____

Working _____

Behavior _____

Other _____

Total

PAY FORM

Name _____

Date _____

Money Earned

Lessons _____

Working _____

Behavior _____

Other _____

Total

PAY FORM

Name _____

Date _____

Money Earned

Lessons _____

Working _____

Behavior _____

Other _____

Total

PAY FORM

Name Susan Whitaker

Date January 20, 1996

Money Earned

Lessons	$2.00
Working	$2.00
Behavior	$1.00
Other	$3.00
Total	$ 8.00

Explanation:

1. **Lessons** The student received $2.00 for completing—on time—a lesson assigned to all KID TOWN citizens.
2. **Working** The student received a $2.00 bonus for bringing some KID TOWN clothing to school.
3. **Behavior** The student's classroom behavior was acceptable.
4. **Other** The student received $3.00 as follows: $2.00 for salary and $1.00 from a FATE CARD.

_____ 's Daily Checkbook

Balance forward _____

Job performed	Money earned
_____	_____
_____	_____
_____	_____
_____	_____

Ending amount earned

_____ 's Daily Checkbook

Balance forward _____

Job performed	Money earned
_____	_____
_____	_____
_____	_____
_____	_____

Ending amount earned

_____ 's Daily Checkbook

Balance forward _____

Job performed	Money earned
_____	_____
_____	_____
_____	_____
_____	_____

Ending amount earned

_____ 's Daily Checkbook

Balance forward _____

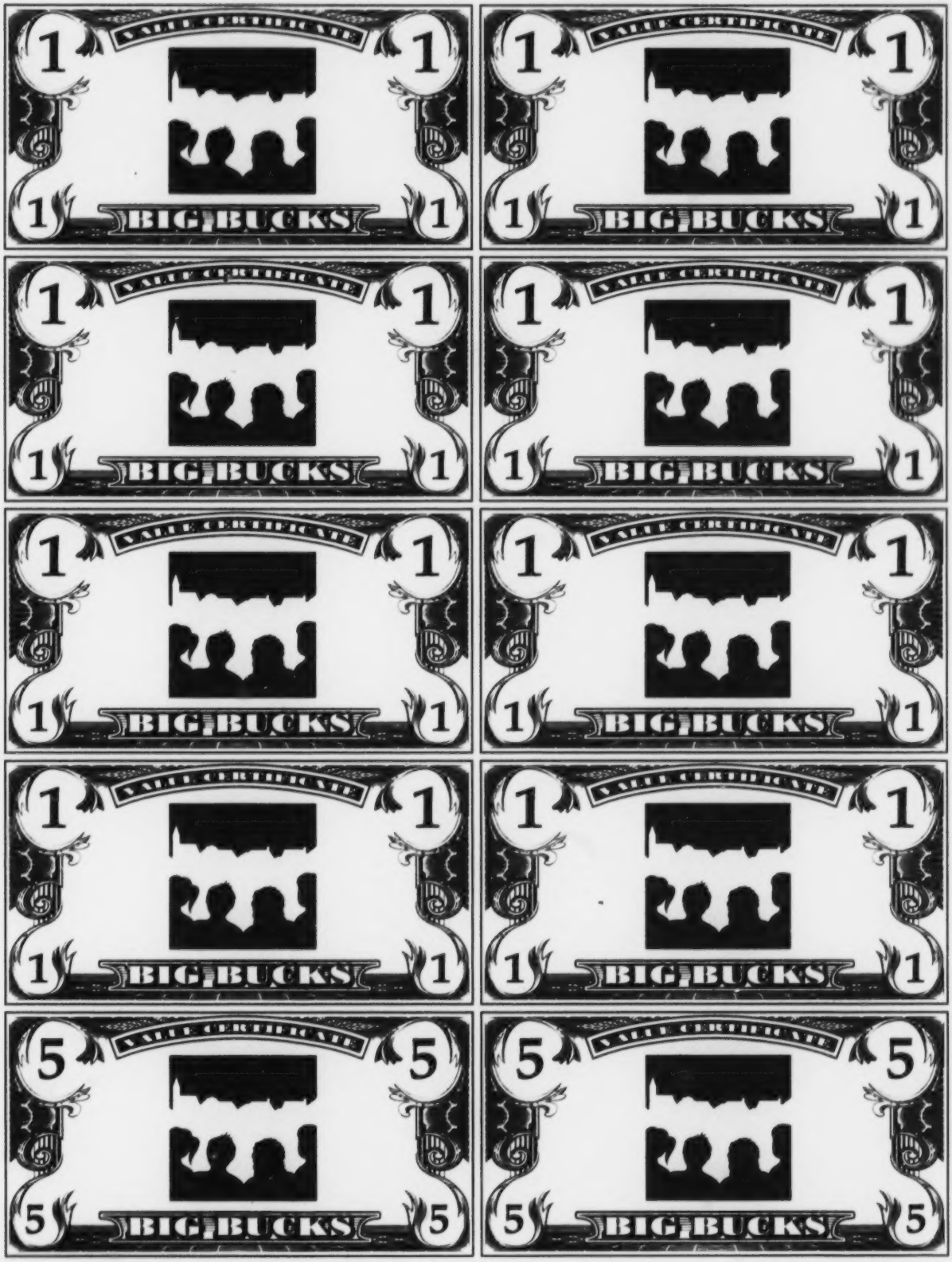
Job performed	Money earned
_____	_____
_____	_____
_____	_____
_____	_____

Ending amount earned

KID TOWN COINS

Directions: Have parents or students help with getting coins ready *before* the simulation begins. **1** Duplicate on heavy white paper, at least one sheet per student. **2** Cut out **each set of 5** coins on *outside solid* lines. **3** Fold **each set of 5** coins on its *broken* line. **4** Glue together each set's front and back. **5** Cut apart **each coin** on its *vertical solid* line. **6** Allow students to color the coins if they wish.

KID TOWN BIG BUCKS

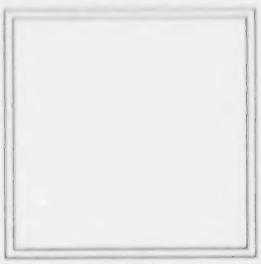


KID TOWN ID CARD

Full name _____

_____

Photo
(School picture
or mug shot)



Address _____

_____

_____

Phone number _____

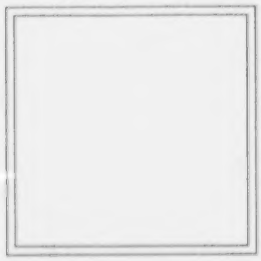
Thumb print

KID TOWN ID CARD

Full name _____

_____

Photo
(School picture
or mug shot)



Address _____

_____

_____

Phone number _____

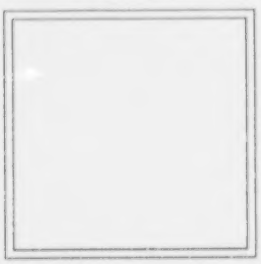
Thumb print

KID TOWN ID CARD

Full name _____

_____

Photo
(School picture
or mug shot)



Address _____

_____

_____

Phone number _____

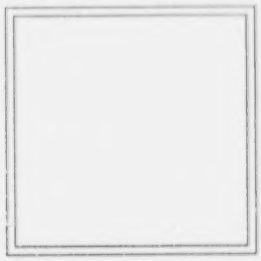
Thumb print

KID TOWN ID CARD

Full name _____

_____

Photo
(School picture
or mug shot)



Address _____

_____

_____

Phone number _____

Thumb print

JOB APPLICATION

Full name of applicant _____

Applying to this business _____

Job requested _____

Explain why you would be good at this job.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

A TYPICAL DAY

A typical KID TOWN day will have two *separate* work periods. *(Though the content is integrated, these two work periods can occur at different times during the day.)* **Note: You** decide how much time to give each work period.

Balanced literacy component

Simulation component

Balanced literacy component:

One to one and one half hours daily

1. **Literature Lesson** *(approximately 30 minutes)*
   Each daily lesson plan specifies read aloud selections that correlate with the day's activities. If these are unavailable, substitute another title from the BIBLIOGRAPHY (tab6/pages 30-31) or your own resources. If desired, choose a related comprehension activity from Tab 6: Reading.

2. **Beginner Stories and Skill Activities** *(15-30 minutes)*
   Beginner Stories teaching strategies and related Skill Activities can be found in tab 6/pages 11-25.

3. **Daily Message** *(5-15 minutes)*
   Teach students a decoding strategy to figure out each day's mystery message. This message correlates with the simulation activities that will occur later in the day. See tab 6/pages 2-3.

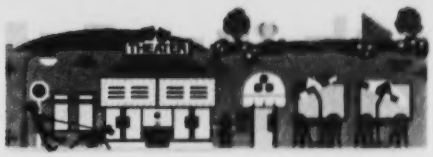
4. **Silent Reading** *(5-15 minutes)*
   See tab 6/page 25 for details on how to "teach" silent reading.

5. **Journal Writing** *(15 minutes)*
   Suggested formats for journal writing are included on tab 6/ pages 27-29.

Simulation component:

One to one and one half hours daily

1. Creating the stores (Days 1-4)
2. Operating the stores (Days 5-8)
3. Improvement plan (Days 9-12)
4. Town Meeting preparations (Days 11-15)



UNIT TIME CHART *(Alter as desired.)*

Creating the stores →

Begin reading activities Introduce KT map Explore mapping skills through a walking study trip of the neighborhood Find stores located on town map Begin payments for academic lessons Send home INITIAL PARENT LETTER if not done one week earlier. **1**	Continue reading activities Name the town Name the stores Prepare the store front signs Prepare materials for the stores Make a large sign for the name of the town Continue payments/ rewards/fines for work **2**	Introduce BEGINNER STORIES Continue other reading activities Make ID cards Determine appropriate job titles for workers Establish salaries for workers Determine goods' prices PIZZA FRACTION lesson **3**	Continue all reading activities Fill out JOB APPLICATIONS Finish any other preparations for the stores not completed during Day 3 **4**	Continue all reading activities Open stores for customers Begin paying workers' wages Discuss operations of stores and make any changes Begin coloring the TOWN SQUARE MAP Send home the PARENT EDUCATIONAL LETTER and fill out JOB APPLICATIONS **5**

Opening the stores → **Improvement Plan →**

Continue all reading activities Take an additional study trip Continue simulation town activities **6**	Continue all reading activities Fill out JOB APPLICATIONS Continue simulation town activities **7**	Continue all reading activities Continue simulation town activities **8**	Continue all reading activities Read the TOWN IMPROVEMENT PLAN Read the FATE CARD mail Send home PARENT INVITATION LETTER **9**	Continue all reading activities Make NEW CREATIONS **10**

→ Town Meeting preparations →

Continue all reading activities Make MAGNET MICE in an assembly line style Practice sales talks for NEW CREATIONS Graph final cash amounts earned **11**	Continue all reading activities Begin writing KEEPSAKE BOOK Brainstorm for the qualities desired in a mayor Elect mayor Mayor's FATE CARD mail **12**	Continue all reading activities Make book covers for KEEPSAKE BOOKS Begin practicing the TOWN MEETING agenda Continue preparations for the TOWN MEETING Send home Parent Reminder of TOWN MEETING **13**	Continue all reading activities Complete the KEEPSAKE BOOKS Continue practicing for tomorrow's TOWN MEETING Continue preparations for tomorrow's TOWN MEETING **14**	Complete the last minute preparations for today's TOWN MEETING During the TOWN MEETING *be sure you feature students reading their KEEPSAKE BOOKS* **15**

DAILY DIRECTIONS - 1

Teaching tip →

Important:
***Read Tab tab 6/pages 2-3 for Daily Message** teaching techniques.*
***Note:** Before KID TOWN begins each day, you must neatly **print** the **Daily Message** on your board or on an overlay transparency.*

DAY 1

Daily Message

Dear Class,

Today, we will find out more about the (map). The map will help us to make a (town). When we make stores for our town we can buy things. What do you (need) to buy things? We will have to start earning money today.

Love,

Teaching suggestions

- Cover each underlined word in parenthesis in the Daily message. Read each sentence. When you come to a covered word, ask students to guess/predict what it is. Write 2-3 predictions on the board. Then uncover only the initial consonant and ask, "Do any of your predictions match the beginning sound? Does each guess make sense in the *context* (the others words) of the sentence?" Ask students to help you delete predictions that don't work.
- If students don't readily get the first covered word—"map"—from the initial "**m**" sound you have spoken, give a context clue while calling attention to the displayed map in your classroom.
- If students give other words such as "city," "community," etc., call attention to the initial sound "**t**."
- Explain that the students are going to earn money for participating in the daily message and other lessons to come during the day.

Literature selections

- *As the Crow Flies—A first book of maps*
- *The Whole World in Your Hands*
- *How Georgina Drove the Car Very Carefully from Boston to New York*
- *A Trip to Mini Town*

Other reading activities

- Journal writing
- Silent reading

DAILY DIRECTIONS - 2

You can model for your students how to take notes on your clipboard. Even very young elementary students can learn this skill for later study trips.

Materials

1. KID TOWN MAP OVERLAY (tab 1/page 12)
2. TOWN SQUARE MAP OVERLAY (tab 1/page 13)
3. PAY FORM (tab 1/page 14) 3 pages cut apart per student
4. Wallets and optional CHECKBOOK (tab 1/page 16)
5. Play money or BIG BUCKS money (tab 1/page 17-18)
6. Clipboard with paper
7. Chalkboard or whiteboard space

Procedure

1. Explain to students that they will be taking a walking field trip to learn more about the area near their school.
2. Review behavioral expectations. *(Reward good behavior?)*
3. Explain the purpose of the walk is to be able to come back to class and construct a map of the area they have visited. Compare their community maps with their KID TOWN MAP.
4. Take a clipboard with a paper to write down landmarks and important features during the walk.
5. List features students observe during the walk. Be sure to include buildings; street names; and landmarks such as trees, signs, and other unmovable objects.
6. Return to the classroom. Read the list of items collected.
7. Sketch a few of the items on the board.
8. Ask "Is this a map?"
9. Help students to relate the idea that sequence, location, and direction are all important in making a map.
10. Follow the students' specific directions to make a sketch of the area they walked. Erase and correct errors as they occur. (You may want to transfer the completed map onto paper to save for future use.)
11. Refer to the KID TOWN MAP.
12. List the items that appear in both the KID TOWN MAP and the walking map.
13. What areas does the KID TOWN MAP have that our walking map doesn't have? Help the students decide why it's that way. If they have difficulty with this, have them begin listing other landmarks they know about in town that are not adjacent to your school.
14. Display the TOWN SQUARE MAP. Show how this is "lifted" out of the center of the KID TOWN MAP.
15. Examine the stores they will be creating.
16. Discuss with the students and send home the INITIAL PARENT LETTER if this has not already been sent home.
17. Assist students in filling out their PAY FORMS for the day.

Teaching Tip

If the 17 items on the right become too much for your students to cover during Day 1 (17 is quite a number!), simply stop and save those items still remaining and cover them on the next day.

#8: Don't assume anything about young children and their vocabulary. They often use words without fully understanding them. For example, they may use the word "map" while not exactly understanding what a map is and what it does.

DAILY DIRECTIONS - 3

DAY 2

Daily Message

Dear Class,

Today we will name our (town). We have lots of (work) to make the stores. Each store will need a (name). You will find out about your store groups later today.

Love,

Literature selections

- *Mr. Pine's Mixed Up Signs*
- *Harriet Reads Signs and More Signs*
- *The Trek*

Other reading activities

- Journal writing
- Silent reading

Teaching tip →

Refer to lists of materials found in ***Tab 5: Stores.***

Materials

1. List of stores on chart paper
2. Store front displays
3. Large chart paper, stencils, markers

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Review the maps again for street names and other information.
3. Discuss good names for their town.
4. List suggestions. Either agree on a name or do a simple vote.
5. Read through the list of stores with the students.
6. Repeat the procedure for naming the town to name each store.
7. List the chosen names on the chart paper. Save it.
8. Divide the class in small groups and assign a store for each.
9. Give general directions to all groups on how to make their store front sign using the new name listed on the chart paper.
10. As groups make the signs, go to each store individually and give further setup directions. When setting prices, students at the Grocery and Pizza Parlor should stay in the $.10-$2.00 range.
11. Those who finish quickly or early might be assigned another store or be provided materials to make a large sign with the town name.
12. Students fill out their PAY FORMS. Add an extra $1 for their work in setting up the stores.

DAILY DIRECTIONS - 4

DAY 3

Daily Message

Dear Class,

Today we will (make) an identification card. ID is short for identification. You will need to know your phone (number) and address. You also will get to put a thumb (print) on it.

Love,

Teaching Tip →

*• 1: You'll find your students interested in abbreviations such as **ID** being short for "**identification.**"*
• 2: Students will also like to rush up to the board to write their phone numbers.

Teaching suggestions

- Discuss other abbreviations similar to ID, such as Mr., Mrs., Dr., etc.
- Demonstrate how they will write—for their businesses—phone numbers with 3 numbers, a dash, and 4 final numbers.

Literature selections

- *Curious George and the Pizza*
- *Barney Bear's Pizza Shop*
- *Something Queer at the Library*
- *Fat Cat*
- *Eating Fractions*

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Public Library (**-at** words) (tab 6/page 34)

Materials

1. ID CARD (tab 1/page 19) One copy/student
2. Stamp pads
3. PIZZA FRACTIONS OVERLAYS (tab 5/pages 21-26) + HAND-OUTS (tab 5/pages 25-26) One copy/student
4. Chart paper with list of store names
5. List of students' addresses and phone numbers

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Review the list of store names.

Teaching tip

Encourage students to make the salaries in proportion to what they have been earning for doing work.

3. List appropriate job titles for each worker at each store. (See tab 5/page 3).
4. Establish salaries for workers and costs for items at each place of business. Salaries and prices should range from $.75 to $3 per work session. (The Grocery Store and Pizza Parlor established their prices during the setup on Day 2.)
5. Each student prepares his/her ID CARD. Provide students with any information they do not know.
6. Under supervision, have each child stamp one fingerprint onto his ID CARD. Wash hands.
7. Students keep completed cards in their wallets.
8. Ask yesterday's group that prepared the pizzas for the Pizza Parlor to explain the sizes in which pizza pieces will be sold—**1/2**, **1/4**, **1/8**, **1/3**, **1/6** and **whole**.
9. Use the 5 PIZZA FRACTIONS handouts and 6 transparencies for a whole class math activity.
10. Make connections between a quarter of a dollar and a quarter of a pizza: four quarters = $1 and four one-quarter pieces = one whole pizza.
11. Students fill out PAY FORMS. Charge them $1 for the ID CARD.

DAY 4

Daily Message

Dear Class,

Today you will need to fill out a job (application).
Think about what would (make) you good for that job.
The stores will be able to (open) tomorrow.

Love,

Teaching suggestions

- Discuss other spellings of the word "**would**" ("**wood**").
- List other words ending in **-tion** (sound of "**shun**").
- Discuss the **long a** spelling in the word "**make.**" (**CVCe-silent e** makes the **long a** sound as in the BEGINNER STORY lesson for today.)

Literature selections

- *A Job for Wittilda*
- *Clifford Gets a Job*

DAILY DIRECTIONS - 6

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Fishing Pond (**-ake** words) (tab 6/page 35)

Materials

1. JOB APPLICATION (tab 1/page 20) One copy/student
2. Charts listing stores, jobs, and wages
3. Overhead or chart paper

Teaching Tip →

After you model how to fill out a JOB APPLICATION, encourage students to pair off and share what they will include on their forms.

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Model how to fill out a JOB APPLICATION on overhead or chart paper.
3. Discuss the use of full name from ID CARDS made yesterday.
4. Instruct students to find the spellings of businesses and jobs by referring to the chart.
5. Discuss qualities needed for each job.
6. Give students independent work time to complete applications. Assist with spelling as necessary.
7. Collect applications.
8. Before the next meeting time, you will need to choose workers based on the students' persuasive writing.
9. Plan on having students fill out JOB APPLICATIONS at least two to three times during the simulation. Each time they fill out the forms they get better at it.
10. Students fill out PAY FORMS.

When assigning students to be store workers, keep in mind that each day of simulation play allows students to both work and buy. It will not be possible for every student to get his or her first choice of store assignment on the first day that stores are open.

DAY 5

Daily message

Dear Class,

Hooray! We get to go (shopping) today! We will have two work times. One time you will be a customer. One time you will be a (worker). Have a good time making money and (spending) money.

Love,

DAILY DIRECTIONS - 7

Teaching suggestions

- What sound does **-sh** make? What are other words with **-sh** in them?
- List all the words with **-ing** endings (**shopping**, **spending**, **making**) found in the message. List the root words.
- List other root words and endings.

Literature selections

- *Mr. Grigg's Work*
- *The Post Office Book—Mail and How It Moves*

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Post Office (**-et** words) (tab 6/page 36)

Materials

1. Completed stores
2. PARENT EDUCATIONAL LETTER (tab 3/page 7) One copy/student
3. Bank tray with change available
4. Prepared name tags for each worker
5. TOWN SQUARE MAP (tab 1/page 13) One copy/student
6. JOB APPLICATION (tab 1/page 20) One copy/student

Teaching tip →

Allow more time for the simulation today.

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Review what will be done in each store (tab 5/pages 1-14).
3. Assign the roles. Reassure students that they will get to be both a worker and a customer. Emphasize the importance of working for a living as well as spending as a consumer.
4. Allow students to go to their respective businesses with their wallets.
5. Role play along with students as you assist with banking chores.
6. Store owners will need to go to the bank for change.
7. Allow about 30 minutes for stores to be open.
8. Switch roles. Allow approximately another 30 minutes.
9. Meet together as a class. Review observations you made of good business sense and problems that might have occurred. Problem solve as a group to come up with solutions for tomorrow. Fill out job applications.
10. Collect money containers from every store.
11. Count up each store's earnings. Compare amounts.
12. Count up cash from wallets. Discuss money spent.

If students do not get their first job choice on the first day of simulation play, they can still get their preferred job at a later time. You can use their original job application choices for later job assignments.

DAILY DIRECTIONS - 8

Teaching Tip

Teach monetary concepts appropriate to your students' age/abilities.

13. Students color in their TOWN SQUARE MAPS where they worked.
14. Students fill out PAY FORMS.

DAY 6

Daily message

Write your message for today based on how your students performed on the stores' opening day. You might also make it a message concerning study trips for the week.

Literature selections

- *Little Kids in the Neighborhood*
- *Mr. Cookie Baker*
- *At Work*
- *Go Go's Pay Day*

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY-Movie Theater (**-eat** words) (tab 6/page 37)

Materials

1. Completed stores
2. Bank tray
3. TOWN SQUARE MAP each student should already have one
4. Name tags for stores

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Now that the stores are complete and workable, additional study trips are highly recommended for today and the next two days.
3. Review the solutions discussed yesterday for any problems that occurred.
4. Assign new jobs. Take into consideration any jobs that were requested on the JOB APPLICATIONS yesterday.
5. Encourage students to become immersed in their roles and in the operation of the simulated town. Your role as banker/mayor may also be modified to be a customer.
6. Continue the time format as outlined in Day 5.
7. Students color in their TOWN SQUARE MAPS showing where they worked.
8. Students fill out PAY FORMS.

DAILY DIRECTIONS - 9

DAY 7

Daily message

Dear Class,

Which store do you think makes the (most) money? (Why) do you think so? What store do you like to go to best? Why do you (like) it?

Love,

Teaching suggestion:

- Discuss all the question words (**who**, **what**, **where**, **when**, **why**).
- Ask: "How many questions were in today's message? What kind of punctuation marks show that you are asking a question?"

Literature selections

- *Young Explorers: Don't Throw It Away*
- *Where Does the Garbage Go?*
- *Building*

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Recycling Center (**-id** words) (tab 6/page 38)

Teaching Tip →

Teaching students to use throw-aways can be a year-long project.

Materials

1. JOB APPLICATION (tab 1/page 20) One copy/student
2. Completed stores
3. Bank trays
4. TOWN SQUARE MAPS
5. Name tags for stores

Procedures

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Fill out JOB APPLICATIONS early in the day if possible.
3. Assign students jobs based on the new applications. Continue to keep track of assigned roles.
4. Consider inviting the principal or other special teachers in to role play along with the students today. Be sure to provide them with a wallet.

Teaching tip →

Involve the students in these decisions. Try to use student suggestions which make sense.

5. Count the amount of money earned at the various stores. Compare the amount with the totals on Day 5. Which stores are earning the most money? How can other stores make more money? Increasing or lowering prices, changing the procedure, or discussing the attributes of these stores will encourage the students to visit them as consumers.
6. Students color in their TOWN SQUARE MAPS where they worked.
7. Students fill out PAY FORMS.

DAY 8

Daily message

Dear Class,

Spending and (earning) money is fun. Do you earn money at (home)? What do you do with your (money)?

Love,

Teaching suggestion

- Allow plenty of time for discussion of the message's questions.
- Students might enjoy writing about this message.

Literature selections

- *Curious George Takes a Job*

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Art Studio (**-ide** words) (tab 6/page 39)

Materials

1. Completed stores
2. Bank tray
3. TOWN SQUARE MAP
4. Name tags for stores
5. Chalkboard or whiteboard
6. Calculator

DAILY DIRECTIONS - 11

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Have students count up their earnings and share with each other their totals.
3. Make a quick list on the board.
4. Use a calculator to add up the total amount.
5. Discuss whether the class thinks it is spending more money or earning more money each day.
6. Conduct simulation activities.
7. Students color in their TOWN SQUARE MAPS where they worked.
8. Students fill out PAY FORMS.
9. Count the total money from the stores. Compare it to what the students have on today's PAY FORMS.

Teaching Tip →

#4: Make certain that PAY FORM totals are correct.

DAY 9

Daily message

Dear Class,

Today we are going to hear a (story) called Fire, Fire. Do you know why we have fire (drills) at school? Do you have a fire escape plan at home? Do you have a smoke (alarm) that works? If we are prepared, we can escape a fire.

Love,

Teaching suggestions

- Focus on the letter sound for the word **story**. The word **book** would make sense but does not begin with "**st**."
- Remind students that the word **drills** was guessed because of *context*—the words around it that made the word **drills** make sense.

Literature selections

- *Fire, Fire* by Gail Gibbons

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Telephone Dispatch Office (**-ot** words) (tab 6/page 40)

DAILY DIRECTIONS - 12

Teaching Tip

Remember to give the letter and plan to the principal to deliver.

Materials

1. KIDTOWN HEADQUARTERS LETTER (tab 7/page 4)
2. TOWN IMPROVEMENT PLAN (tab 7/page 5)
3. FATE CARD Mail (tab 7/pages 6-9) One copy/student
4. Stores
5. Bank tray
6. TOWN SQUARE MAP
7. Name tags for stores
8. PARENT INVITATION LETTER (tab 3/page 8) One copy/student

Procedures

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Read and discuss the KIDTOWN HEADQUARTERS LETTER and TOWN IMPROVEMENT PLAN.
3. Hand out the FATE CARD mail to each student.
4. Save any FATE CARDS addressed to the mayor.
5. Read the FATE CARD mail.
6. Students should add money from the "good news" FATE CARDS to their PAY FORMS.
7. Students who have "bad news" will need to pay the bank for their bad fate.
8. Allow students to choose their own roles for shorter work times in the simulation today.
9. Students color in where they worked on their TOWN SQUARE MAPS.
10. Students fill out PAY FORMS.
11. Send home the PARENT INVITATION LETTER. Fill out the details before duplication. See tab 8/page 2 for suggestions on making invitations.

You may have to give a little nurturing love to students who have trouble accepting difficult fate cards.

DAY 10

Daily message

Dear Class,

We can have fun (making) things. Today we will be making (something) new. What do you think this new thing will be?

Love,

DAILY DIRECTIONS - 13

Literature selections

- *What's Inside Great Inventions*
- *I'll Bet You Thought I Was Lost*
- *Don't Forget the Bacon*

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Grocery Store (**-old** words) (tab 6/page 41)

Materials

1. MAKING A NEW CREATION (tab 7/page 10) One copy/student
2. Materials for creations
3. Completed stores
4. Bank tray
5. TOWN SQUARE MAP
6. Name tags for stores

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Reread the TOWN IMPROVEMENT PLAN.
3. Discuss the task of making a proposal to make something new.
4. Show the students the different materials you have gathered for the project.
5. Ask the students to think of other things that can be used. Remind them, if necessary, of the Recycling Center and other classroom supplies.
6. Hand out the MAKING A NEW CREATION sheet.
7. Allow a few minutes for the students to read the paper on their own.
8. Ask them to discuss the paper with a partner nearby.
9. Call the class back together. Ask students if their thoughts about the paper changed after they talked it over with a classmate.
10. Read together the MAKING A NEW CREATION handout.
11. Model the use of the planning sheet. Do not necessarily complete a creation. *To aid students' creativity, do not share a complete model for this kind of creative activity.*
12. Explain that it would be acceptable to work on the creation some before completing the plan sheet.
13. Save completed creations and plan sheets for the Town Meeting.
14. If time permits following the new product activity, do a short session of the simulation town activities.
15. Students color in their TOWN SQUARE MAP showing where they worked.

Teaching Tip →

The challenges in completing this assignment can be very satisfying both for you and for your students.

16. Do not pay students for their creations. Their parents will be buying their creations from them—if the students present good sales talks.
17. Pay students a $5 bonus if they can present their ID CARD.
18. Students fill out PAY FORMS.

DAY 11

Daily message

Dear Class,

Let's look at (the) TOWN IMPROVEMENT PLAN. Have we done (everything) we were supposed to do? Today we will work on some more of these (things).

Love,

Teaching suggestions:
- Ask students to figure out what the three words have in common.

Teaching tip →

*The three words—**the**, **everything**, and **things**—have the letters **th** in common.*

Literature selections
- *On Market Street*
- *First Explorers: Sneaker Factory*

Other reading activities
- Journal writing
- Silent reading
- BEGINNER STORY—Pizza Parlor (**-ust** words) (tab 6/page 42)

Materials
1. MAGNET MICE SHEET (tab 7/page 11) One copy/student
2. FOR SALE SHEET (tab 7/page 12) One copy/student
3. Half walnut shells
4. Glue
5. Cotton balls
6. Yarn
7. Rulers
8. Wiggle eyes
9. Magnet strips
10. Felt or paper for ears
11. Markers

DAILY DIRECTIONS - 15

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. Provide time for students to share their creations they made yesterday.
3. Model a sales talk using several of their creations as examples.
4. Divide the class into groups of 3 to practice sales talks.
5. Have students add up total amounts in their checkbooks.
6. Create a class graph.
7. Ask the students what they notice about the graph.
8. You may choose to pick up wallets and money at this time, or continue paying students for their academic work until the Town Meeting.
9. Set up materials for assembly line work on MAGNET MICE to be sold to parents.
10. Read the directions together.
11. Create a complete model step by step.
12. Tell the students how you keep getting your fingers sticky and you wish you didn't have to do everything.
13. Lead the students to the idea that mass production works better for some items, and it would work great for these mice.
14. Divide the students into groups of three to do specific tasks.
    - Trace and stuff.
    - Glue eyes and noses.
    - Cut ears.
    - Measure yarn for whiskers.
    - Measure yarn for tails.
    - Glue ears and tails.
    - Measure, cut, and put on magnet strips.
    - Glue whiskers.
    - Do a quality control for each MAGNET MOUSE.
    - Make FOR SALE signs for advertising.
15. Make sure all supplies are available for each group.
16. Groups that finish early should also work on the FOR SALE signs.
17. Compare yesterday's creations with today's mice. List the advantages and disadvantages of each.
18. Conclude the discussion by making it clear that both ways of production are good for different reasons.
19. Students fill out PAY FORMS. Make the different jobs during the MAGNET MICE project earn different amounts.

Teaching Tip

Note: You can substitute projects other than the MAGNET MICE if you so desire. In such a case be sure students have multiple tasks to complete.

DAILY DIRECTIONS - 16

DAY 12

Daily message

Dear Class,

Today is the day we will (elect) our mayor. We have done a lot of (exciting) things in our town. What have been some of your favorite things?

Love,

Teaching suggestions

- Focus on vocabulary today. The word **elect** is more precise than **pick.**
- The word **exciting** could be replaced by many other words.
- Focus on the fact that many predictions make sense here.

Literature selections

- *Patty for President*
- *Roxaboxen*
- *Arthur Meets the President*
- *Who Wants Arthur?*

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY—Pet Shop (**-ube** words) (tab 6/page 43)

Materials

1. BALLOTS (tab 7/page 13)
2. FATE CARDS addressed to the mayor (tab 7/page 6)

Procedure

1. Pay students for yesterday's work as indicated on their PAY FORMS.
2. List qualities for mayor.
3. Have students nominate classmates for mayor.
4. Give speeches.
5. Add names to ballot.
6. Read directions.
7. Vote.

Teaching Tip

You should count the ballots so as to not cause any bad feelings.

8. Turn in ballots.
9. Give the FATE CARDS addressed to the mayor.
10. Assist the mayor in reading the FATE CARDS.
12. Students fill out PAY FORMS.
13. Begin the creation of the KEEPSAKE BOOK—see tab 8/ pages 3-6 for details.

DAY 13

Teaching tip →

If you sense your Town Meeting is going to be outstanding, consider inviting local media representatives (newspaper ... TV). Today when schools are too frequently faulted and too seldom appreciated, we need to celebrate examples of ***how our students are growing and achieving.***

Daily message

Dear Class,

We have more things to get ready for the Town (Meeting). Here are a (few) of them:

Teaching suggestion

- Read the Daily Message above, but add to it by listing items to be completed before the simulation ends.
- Keep the list available for students to refer to and to help you manage the tasks ahead.

Literature selections

Choose any related books from the Bibliography.

Other reading activities

- Journal writing
- Silent reading
- BEGINNER STORY (Choose skill activities for review. See tab 6/pages 20-25)

Materials

- Refer to Tab 8: Town Meeting for details

Today is a good day to send home a reminder note to parents.

Procedure

1. Make book covers for the KEEPSAKE BOOKS.
2. Practice the agenda components for the Town Meeting.
3. Continue other optional preparations for the Town Meeting.
4. Send home **a reminder note to parents** so that they will get ready to attend the Town Meeting. A unique reminder invitation model can be found on tab 8/page 12.

DAILY DIRECTIONS - 18

DAY 14

Daily message

Dear Class,

It will be fun (to) have your families come to (the) Town Meeting. What do you think (you) will like to do best on the agenda? What do you think your mom or dad will (like) best? Why?

Love,

Teaching suggestion

- Emphasize the importance of small sight words to meaning.

Literature selections

- Choose any related books from the BIBLIOGRAPHY.

Other reading activities

- Journal writing—If you chose a short-term journal, complete it today.
- Silent reading
- BEGINNER STORY—continued skill lessons (tab 6/pages 20-25)

Materials

- Refer to Tab 8: Town Meeting for details.

Procedure

1. Complete the KEEPSAKE BOOKS.
2. Continue other preparations for the Town Meeting.

Teaching Tip →

Set up a sign and display it in your class library. On the sign list the books students have read during KID TOWN.

DAILY DIRECTIONS - 19

DAY 15

Daily Message

Dear Class,

Tonight (we'll) have the Town Meeting. (I'm) excited! What are you (feeling)?

Love,

Teaching suggestion

- Explain what *contractions* are. Cover **we'll** and **I'm** (used above) and others if you have time. *Make certain students understand what two words are "in" the contractions.*
- Talk about feelings such as excitement and nervousness. Ask them, "How can we deal with such emotions?"

Literature selections

- Read the KEEPSAKE BOOK as if it were a "published" book.

Other reading activities

- Reread the completed journals.
- Silent reading
- BEGINNER STORIES (Read through all ten.)

Materials

- During the last hour of the day, set up the classroom so that it is ready for the Town Meeting.

Procedure

1. Complete any other preparations necessary prior to tonight's Town Meeting.

Teaching Tip

You will want your students to read with feeling to their parents during the Town Meeting. Therefore, demonstrate to them the difference between just "reading words" and "reading with feeling." Have one or two capable readers stand beside you and show the class that they can do what you have demonstrated.

*If you have time, pair students for a final **"With feeling"** practice session.*

You may wish to have a willing parent video tape the Town Meeting.

After KID TOWN ends, distribute unsold items to parents (e.g., store products and signs). However, be sure you keep some items as samples to stimulate next year's students when you use KID TOWN.

INTRODUCTION - 1

Parent communication

1. Begin your preparations for KID TOWN by preparing a letter to send to parents at least one week prior to beginning the simulation. A sample letter is provided for you on tab 3/page 6. Read it carefully and then make one that fits your situation.
2. Examine the lists of supplies discussed on tab 5/pages 5-14, and then determine what other items you need to have donated for the stores.
3. If you plan to take a lot of photographs for students to place in their culminating KEEPSAKE BOOKS, you may want to encourage each family to donate a roll of film.
4. You may need to include a section about wallets or obtaining current phone numbers and addresses for the ID CARDS.
5. The children will become more excited about the coming simulation if they bring items from home the week before you begin. This beginning letter will pave the way for parent participation.
6. After the simulation has been set up and the stores opened, send home a second parent contact letter, one similar to the PARENT EDUCATIONAL LETTER on tab 3/page 7. Doing so can intensify students' excitement. This is the perfect opportunity to let parents know how children are learning during the simulation.
7. If you do a regular class newsletter, you may want to include an item related to KID TOWN in each newsletter or an activity from the extension section to be done at home. Of course, if an eager parent or you are really into desktop publishing, consider putting out a few issues of a KID TOWN newsletter.
8. A few days before the TOWN MEETING, create and send home a PARENT INVITATION LETTER. (See tab 3/page 8.) You may choose to have the students write their own letter. Decide whether this TOWN MEETING will be a night or daytime event. My school does a Project Fair display in the gym at night. We display KID TOWN with photos and text on a project board, and the parents are invited to participate in the classroom.

Newsletter for Parents

Teaching Tip →

Of course, students love seeing themselves. Perhaps a parent can video tape your ***KID TOWN*** *experience. You can use the video to introduce the simulation to next year's students and parents.*

Volunteers at school

Parent volunteers can fill several roles during KID TOWN. You may wish to call on current volunteers or include a section in a newsletter outlining jobs to be done. This simulation may prove to be a great opportunity to recruit new volunteers.

INTRODUCTION - 2

Tasks for Volunteers:

- gathering supplies for the stores
- assisting during KID TOWN by helping with checkbooks, taking photos, videotaping, role playing as workers, checking and assisting as needed
- tutoring on the BEGINNER STORY words
- assisting with DIALOGUE JOURNALS
- chaperoning on study trips
- helping with the production of students' KEEPSAKE BOOKS

Teaching Tip

Involving parents helps them to understand why you are doing things certain ways.

Parent-School connection ideas

You will be able to increase interest and enthusiasm for KID TOWN by involving parents and families. *There is power in personal communication.* Remember to send some personal notes or make phone calls with your observations of what the children are doing and learning during the unit. Use students' BIG BUCKS fake money slips as note paper. They are great to write on for take-home notes during the simulation. *Students will surely carry these "notes" home!*

Backpack from school

1. Send home *with one student* on a check-out basis an old bookbag or backpack filled with any of the following:
   - a book recently read during the literature lesson
   - the daily BEGINNER STORY
   - a related book from your class library that you don't plan to use during the unit (old social studies texts are great for this)
   - a class book with student illustrations
   - an audiotape of the class reading chorally a poem or story related to the unit
   - a videotape of KID TOWN in action

2. Include a spiral notebook in the backpack with directions to draw or write a response based on the contents. Each child (and parent?) adds to the notebook before the backpack is returned. *You may want to set up more than one backpack.* Why? Because "Who gets to take home the backpack today?" becomes a question that students will excitedly ask.

3. Be sure to label all the contents, including the bag itself, with your room number and your name. A 5"x7" card listing the contents is also helpful to ensure that nothing is lost.

Teaching Tip →

I vividly remember the boy who role played his mother's butcher job. With aluminum foil wrapped around his cardboard "knife," he was quite dramatic!

Job sharing

1. In place of regular show and tell, send home the JOB SHARING note (tab 3/page 9). The parent fills out the note. Students may bring something from their parents' jobs that demonstrates it. Each child reads and reports back to the class.
2. If any of the jobs relate to the Kid Town businesses, be sure to call on those parents as resource people. (See Tab 4: Study Trips for more information on resource people.)

Home reading project

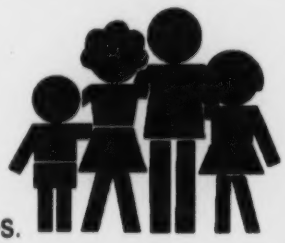
1. If your school doesn't have a regular **READ AT HOME** program, consider a short-term home reading project. The time frame can be two to three weeks. **READ AT HOME** slips that you can copy, cut apart, and send home are found on tab 3/page 10. The child should read at home or be read to for 15 minutes. Each **READ AT HOME** slip returned earns $2 in BIG BUCKS.

*I consider the READ AT HOME program the **"number 1 most important homework assignment"** in KID TOWN.*

2. You also could keep a chart in which you record the **READ AT HOME** slips brought back. Set a goal. For example, each student who returns 10 of the possible 15 **READ AT HOME** slips (don't count weekends) will receive a certificate or some other reward.

These READ AT HOME slips (found on tab 3/page 10) will help your parents help students improve their reading skills.

READ AT HOME slip



Student's name: _____

_____ read (or was read to) for _____ minutes.

_____ _____

Date *Adult's signature*

EXTENSIONS - 1

Extra activities for home or school

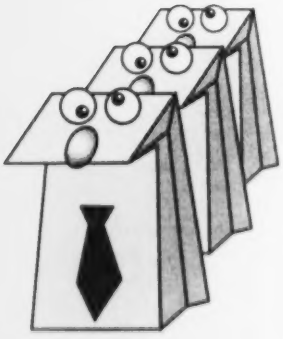
Use this optional section in several different ways, depending on characteristics of your student/parent population. You may offer these extensions as homework assignments, as follow-up assignments in the classroom, as enrichment for high achieving students, or as suggestions in a class newsletter or in specific notes to specific parents.

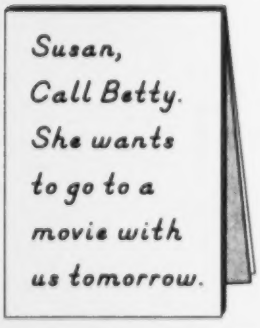
Teaching tip →

You could also use these extensions in your classroom for additional lessons or for easy-to-use substitue plans.

Focus on reading

- **Library** Visit your library every week with your child. Help your child check out good books and read them together.
- **Travel** Read road signs, information signs, survival signs as you travel about.
- **Cook** Follow simple recipes as your child reads the directions with you.
- **Project work** Team up with your child in doing projects that depend on reading. Model building and arts and craft projects will require your child to read as you both have fun.
- **Puppets** Help your child to make a finger or sack puppet based on one of the jobs in KID TOWN. Have the puppet tell a story. You can write it down and then your child can read the story back to you. Send this to school so that the other students also can be inspired to create at home.
- **Pet research** In the Kid Town Pet Shop your student may have made a pretend pet. Ask that student what pet she/he would like to learn more about. Visit the library to get easy research books on pets. A short completed report can be shared at school.





Telephone connections

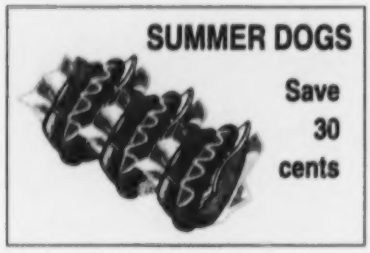
- **Messages** Parents and older siblings write down telephone messages as they occur. Whenever possible, have the beginning reader read these messages to the appropriate family member.
- **Telephone book** Have the child look through the yellow pages and select a particular service, then write a clever ad for it. The ad can be shared at school.

EXTENSIONS - 2

Newspaper fun—the newspaper is a real-world reading tool.

- **Shopping** Scour the advertisements and encourage your child to note prices of various food and clothing items. Allocate a certain amount of the family budget and have your child total the amount spent and deduct it from the allocation.

- **Coupon clipper** Encourage your child to read and then clip the cents-off coupons for the weekly shopping trip. The child can also use his/her classification skills before taking the coupons on the shopping trip.



Teaching tip →

Point out to parents that having students work to learn to read and use the money-saving COUPONS will likely fascinate them.

- **Map skills** Have your child clip out articles from the newspaper that take place in various places in the world. Have him/her attach the article to its location on a map.

- **KID TOWN MAP** Have your child compare our KID TOWN MAP to other maps in an atlas. How are they the same? How are they different? What accounts for the differences?

- **Picture clippers** Using a newspaper or magazine, have students clip single pictures of items. They can color the newspaper outlines and glue them on paper according to the beginning letter or sound or find pairs of items that rhyme.

- **Pick a question** Pick a question for the day (i.e., "What is showing at the Bijou Theater this week?" What is tomorrow's weather forecast?"). Encourage your child to look through the newspaper to locate the answers.

Explore your neighborhood—and beyond?

- The children in class have been taking study trips to learn more about the community. Encourage your child to plan a weekend study trip. Possibilities include exploring a nearby park, river, or pond.

- Have your child make a map of your immediate neighborhood. Have your child test the map by giving you directions to follow. Be sure to follow the directions exactly.

INITIAL PARENT LETTER

Dear Parents,

Within the next few weeks our classroom will be creating a town centered around businesses and stores. In our new town the students will "earn" play money by producing items and selling services. They will act as consumers by "spending" their play money at various stores.

Through this simulation the children will learn many social studies concepts related to communities. We will also work on improving our reading skills through many reading-related activities.

In order to operate our town, we will need some donated items:

- empty, clean food boxes, cans, containers, opened upside down (no glass please),
- paper plates,
- junk mail envelopes,
- styrofoam trays, and
- wood and fabric scraps.

There will be many opportunities for you to volunteer during our town activities and related study trips. Please let me know if you are interested in volunteering. You also can be a great help at home with your own child. Read for more details in future newsletters.

Finally, at the conclusion of our simulation, we would like all families to attend the Town Meeting. The Town Meeting will showcase each student's efforts in reading and writing. Your student will have products for sale and will present a short talk. Details for the Town Meeting will be sent to you later.

Sincerely,

Your student's teacher

PARENT EDUCATIONAL LETTER

Dear Parents,

I'd like to take the opportunity to describe to you the reading skills and strategies we are currently working on in coordination with our KID TOWN simulation:

1. **Read aloud sessions** I am regularly reading literature selections to the students on topics related to the creation of our town. These stories are used to develop comprehension skills.

2. **Phonics practice** The students are learning word families in Beginner Stories about our stores. The short and long vowel word parts are used along with sight words to help the children increase their reading ability.

3. **Decoding strategy** The children are learning how to use both phonics and context clues to figure out unknown words in a daily message I write for them. This message is very important as it tells us what we are going to do in our town that day. Here is an example of a message:

   Dear Class,

   Today, you will need to fill out a job (application). Think about what (would) make you good for that job. The stores will be able to open tomorrow.

4. **Writing activities** Children learn to read by writing and reading back what they write. There are many opportunities for real writing practice in our town and in our other activities such as filling out job applications.

I hope this information helps you understand how your child is learning to read. Your child will demonstrate reading and writing skills to you during our Town Meeting. Be watching for the announcement of this important date.

Sincerely,

Your student's teacher

PARENT INVITATION LETTER

Dear Mom or Dad,

We have been working very hard the past weeks. We are getting our KID TOWN ready for a Town Meeting. We would like to invite you to come listen to the "sales talks" on new creations we will develop. Each of us will have a book to read to you. We also have many things to sell you. You will be able to "borrow" play money to buy things as you walk in our KID TOWN.

Our town will be open from 7:00 pm until 8:30 pm on this date: _____

Come and join us, please!

Thank you,

Please cut on the broken line above. Return this part to school.

_____ We will be able to attend the Town Meeting.

_____ Number of people from our family who will be there.

_____ We will not be able to attend the Town Meeting.

_____ Please call me if I can help you in any way. Phone # _____

Student's name _____

Parent's name _____

JOB SHARING

My name _____

Parent's name _____

We are learning about people and the work they do. Will you please tell us about your work? Please include work around the house and volunteer work.

- What is your job title? _____
- Where do you work? _____
- What kind of things do you do? _____

_____

_____

- What do you like most about your job? _____

_____

_____

- What do you dislike about your job? _____

_____

_____

- Tell us more: _____

_____

_____

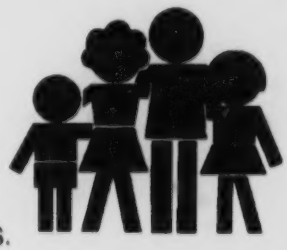
_____

_____

Parents: If any tools are involved in your job, please allow your child to bring something safe to show the class. It helps if you show your child and tell him/her exactly how you use the tool. ***Thanks so much for your help!***

READ AT HOME SLIPS

READ AT HOME slip



Student's name: _____

_____ read (or was read to) for ____ minutes.

_____ _____

Date *Adult's signature*

READ AT HOME slip

Student's name: _____

_____ read (or was read to) for ____ minutes.

_____ _____

Date *Adult's signature*

READ AT HOME slip

Student's name: _____

_____ read (or was read to) for ____ minutes.

_____ _____

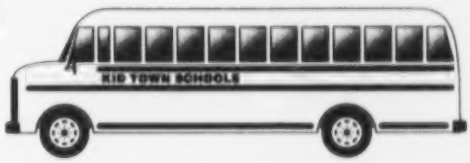
Date *Adult's signature*

STUDY TRIPS IN KID TOWN - 1

Benefits of study trips

Children need enriching first-hand experiences to extend their knowledge about communities. Study trips (field trips) provide opportunities for children to actually see what they might include in their own town. The language children hear and the actions they see may be internalized into their play at a later time. *The increased knowledge base and vocabulary gained from study trips directly affects reading development.* The trip itself, whether by foot or bus, will help the students see the relationships necessary for beginning mapping skills.

Possible study trips



Teaching tip →

PE =
These two letters in the list at the right represent trips my students have Particularly Enjoyed. Of course, your students and your situation may differ from mine.

- post office **PE**
- police station
- fire station **PE**
- library (arrange for story hour and forms for library cards) **PE**
- pet store or veterinarian's office
- pizza shop **PE**
- fast food chain **PE**
- grocery store (buy food items needed for refreshments during the Kid Town Sale)
- bakery **PE**
- bank **PE**
- art museum
- art studio
- pottery shop
- television studio **PE**
- telephone company
- newspaper office **PE**
- photography studio
- garage sale (buy items needed for KID TOWN businesses)

Options

After the study trips, jigsawing takes place during which students share their differing study trip experiences.

1. **Holding a jigsaw activity** Depending on time and resources, you may choose to hold a jigsaw activity related to different study trips for different groups. In such a case do the following:
   a. Divide the class into subgroups. These subgroups could be based on the businesses they are going to create in Kid Town. All study trips may go on the same day with parent chaperones assisting you, or one group a day could go.

b. There would be a genuine purpose in reporting back findings in this **jigsaw** format. Be sure if you choose this option that you have done your pre-trip work and have prepared the adults taking the groups.

Teaching Tip →

Plan carefully before beginning any study (field) trip.

2. **Touring a pizza parlor** Stay close to school but ask for a tour of the kitchen on the day pizza is being prepared.

3. **Walking trips in the school neighborhood** Such walking study trips can be used to help students learn to understand maps. Following the first walk, make maps out of blocks, milk cartons, or graph paper. Have them create a "map in progress" which they take with them on short follow-up neighborhood walking trips.

4. **Having guest speakers** Invite speakers as resources to visit the classroom. Several occupations are especially well suited to this technique. It may prove more beneficial for some visitors to come to you. The local mayor, school board president, senior citizen with a special skill to demonstrate, fireman (with equipment) or an emergency medical technician are all resource people who could prove to be effective at the school site. *An invitation may follow such a visit, and your students will then really be ready to go to the fire station or other work place.*

Preparation

1. Visit the potential site. Trace the route your children would take. Plan how this relates to the mapping of your neighborhood.

2. Talk to the "host." Determine from that person a preferred date and time, the size of group recommended, any costs, and special safety rules to consider.

3. Finalize plans with your host.
   a. Explain the trip's purpose, the age and number of children, the date and time of arrival, and the proposed departure time.
   b. Make sure all students will be able to see and hear well. Also check whether you feel all the explanation will be at their level and their attention spans can handle the situation.
   c. Be sure to check on the availability of restrooms. Inquire if there is a brochure or memento you can show the students ahead of time.
4. Inform your school administrator of your preliminary plans.

STUDY TRIPS IN KID TOWN - 3

5. Send home a FIELD TRIP PERMISSION SLIP. Be sure to check your school's policy regarding these permission slips. Record those returned. Call any parents who do not return the form by the deadline.

6. Arrange for additional adult supervision. For most trips allow at least three adults for 25 students.

7. If you are including a picnic lunch as part of your trip, be sure to notify your school cafeteria.

8. Prepare STUDY SHEETS or use another form on which to collect data during the study trip. Before the trip teach students how to use this form to record their sensory observations.

9. Make name tags for the children. Compile lists for each adult group. Assign partners if desired.

Before the study trip

1. Compile a group list of what the students predict they will see and learn about the business they will visit.

2. Explain to the students that the goal is to gather data at the source in order to use the information when they return to the classroom. Explain that what they learn will help all students make their businesses more authentic.

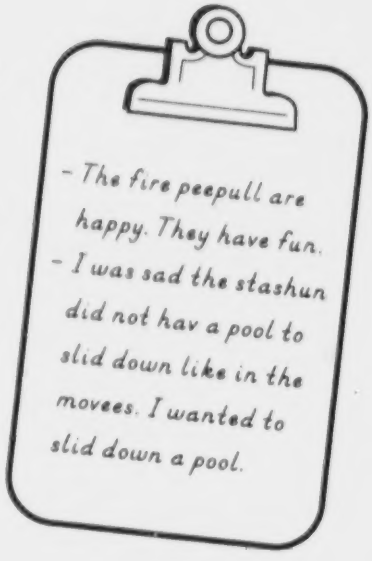
Teaching Tip →

A class set of clipboards can cost as little as about $25.00. A cheaper alternative is to attach a bulldog clip to a piece of heavy cardboard.

3. Decide on a study guide or questions ahead of time. You may want the students to take clipboards in order to record their observations.

4. Practice and role play asking good questions. Young children find it difficult to separate "telling stories" based on what they know from asking questions of others.

5. Inform students of your behavioral expectations.


- The fire peepull are happy. They have fun.
- I was sad the stashun did not hav a pool to slid down like in the movees. I wanted to slid down a pool.

STUDY TRIPS IN KID TOWN - 4

During the study trip

1. Remember the trip *to* the business is part of the learning experience. Point out to students the geographic landmarks.

2. Observe and take notes on what interests your students. Often new opportunities for childhood learning arise in experiences that, as adults, we simply do not "see."

Teaching Tip →

Save study trip papers and lists for later use in KID TOWN.

3. Be prepared to ask any questions that the students had on their lists and forgot to ask.

After the study trip

1. Encourage children to orally share their observations. Compile a post-trip list of observations. Compare it to their prediction list.

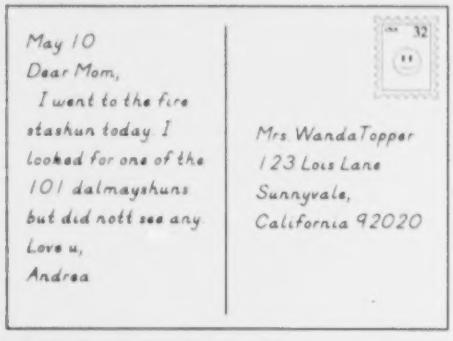
2. Have students draw pictures and/or write thank you letters. Model a group letter to the business. Also write your own thank you notes to the parents who helped.

3. Plan how this new information can be applied to the KID TOWN businesses.

4. Allow students to choose a follow-up extension activity to show what they learned during the study trip:

Postcards

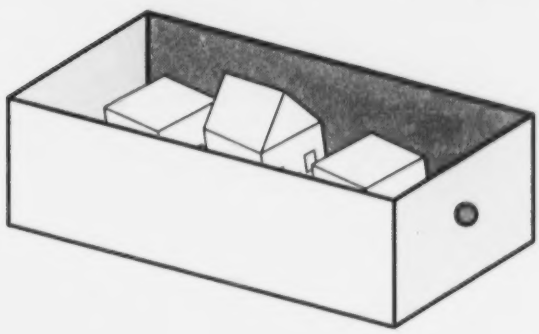
- Obtain the following materials:
  - 5"x8" index cards
  - crayons or markers
  - pencils
- Model the correct format of a postcard.
- Have students complete their work on the index cards. The cards can be addressed to parents.
- Encourage students to include a report on their study trip. If desired, these postcards could become the form for the parent's invitation to the Kid Town Sale.
- Include an illustration or a photograph of the study trip location on the back of the postcard.
- Plan to display the postcards or save them for later use.



STUDY TRIPS IN KID TOWN - 5

Dioramas

- Obtain the following materials:
  - shoe boxes, cereal boxes, or other boxes
  - contact paper or paint and brushes
  - construction paper
  - glue
  - pencils, crayons/markers
  - scissors
  - tape
  - adding machine tape
- Have students paint or cover the sides of the boxes before preparing them with the study trip scenes.
- Have the students build a scene inside or on top of a box showing something that they learned. A large index card can be attached to the box explaining what they learned.

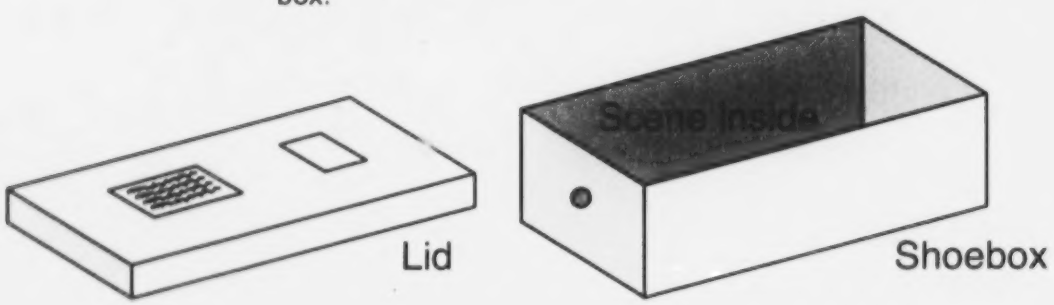


Teaching Tip

Consider assigning as homework a follow-up project related to a certain study trip.

Peek box

- Obtain the materials for dioramas.
- Have the students create the scene of the study trip by coloring and cutting objects. Make each item stand up three-dimensionally by leaving a tab at the bottom to glue to the bottom of the box.
- Cut one peek hole in the end of the box and one in the lid.
- Have the student attach a story about the scene to the lid of the box.



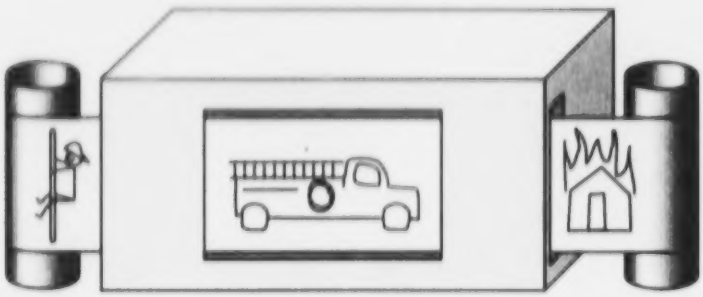
STUDY TRIPS IN KID TOWN - 6

Teaching Tip

If you don't have enough boxes saved for this project, a folded piece of oaktag can be substituted for a shoebox.

Filmstrip

- Obtain the materials for dioramas plus toilet paper tubes.
- Cut a window in the bottom of a shoe box and slits in the sides.
- Have the students draw pictures describing what was done on the study trip on a strip of adding machine tape.
- Emphasize sequencing the story left to right.
- After threading the filmstrip through the slits secure each end to an empty toilet paper tube.

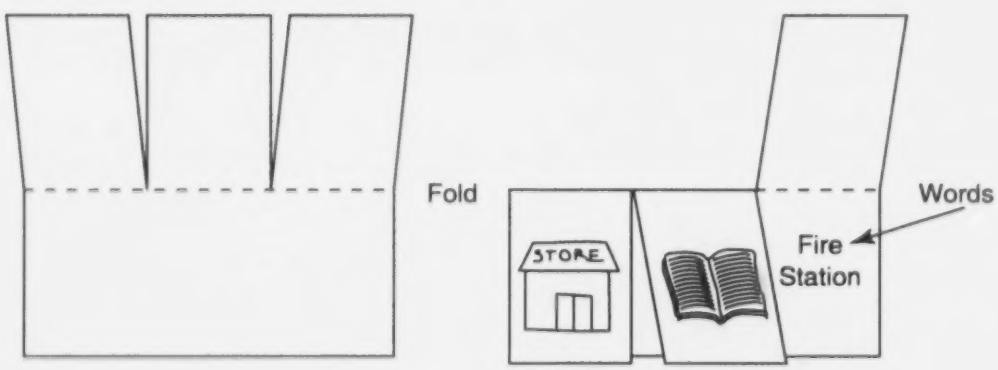


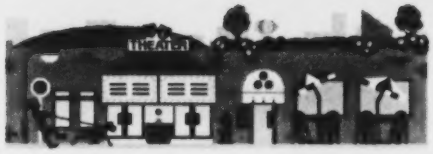
Flap page

- Obtain the following materials:

—12"x18" paper
—scissors
—crayons/markers and pencils

- Have the students fold paper into sixths. Demonstrate how to open and make two cuts to center fold as shown.
- Ask the students to illustrate the top flap with a picture of something seen on the field trip. Have them write on the underflap what the item is.
- This could be a culmination project for all the study trips by putting one trip on each flap with the name of the location visited written inside.
- Adjust the number of flap folds to the number of trips taken.





STUDY TRIP PERMISSION SLIP

Date _____

Dear Families,

We are continuing to learn more about our own community during our interesting simulation called **KID TOWN**. On _____, our class will be learning more about *(businesses)* on a study trip to _____.

We will go by _____ *(transportation or walking).*
We will be on the study trip from _____ to about _____ .
If you have any questions, please let me know. Please sign the permission slip below the broken line and have your child return it by _____ .
Your child will not be allowed to participate without the signed slip.

Return this portion.

My child _____

has my permission to participate on the study trip to

_____ on _____.

_____

(parent signature)

Fill out the line below if you would like to help chaperone a study trip.

I will be able to help chaperone. Please call me at _____.

Name _____

Study Sheet

Going on a Study Trip with my Senses

SEE

HEAR

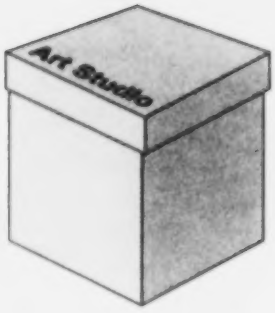
SMELL

TASTE

TOUCH

GETTING STARTED - 1

Gathering supplies



1. Since the stores require a set of supplies or props housed in a tub or cardboard box, I call the boxes "prop boxes." Each list is just a suggested list; you can use fewer or different materials. Perhaps you'll have other ideas, as well. (See tab 5/pages 5-14.)
2. Students and their families can be a great source for items you don't have (see INITIAL PARENT LETTER). Enlist the children's suggestions for the creation of items you can't locate.
3. Pretend play involves imagining, so not all items have to be totally realistic or current day.
4. The preparation for this simulation should not be your job alone. Your students will be more involved in the simulation if they participate in the setup preparations.

Preparing the businesses

Teaching tip →

While making their signs, my students used stencils for the first time. They easily corrected any errors by cutting the letters apart and regluing them.

Provide correct spelling for these signs so the signs can be used as a source for writing later during the simulation.

1. Involve students in naming each store. The title of each store may reflect what they see on the TOWN SQUARE MAP.
2. Divide the class into work groups for each store.
3. Each group needs to make a store front sign. The signs can be made freehand or with stencils.
4. Follow the specific lists for set up directions for each store (tab 5/ pages 5-14).
5. Discuss with the students the activities that will be done during the simulation. They will have good ideas after their initial involvement with the materials. Adapt the activities based on your group of students.
6. Make worker name tags for both customers and workers at each business. On page 3 see the list for basic simulation businesses and suggested number of name tags.

Considerations for setup

1. Once the prop box materials are gathered into the boxes you will need to determine the actual setup of your town and its businesses. Refer to the TOWN SQUARE MAP.

2. Keep the following considerations in mind:
   - Put potentially noisy stores (Movie Theater) away from the quieter businesses (Post Office).
   - Keep messy stores (Art Studio) away from books (Library)
   - Make sure traffic patterns are still workable for classroom activities.
   - Insure good visibility for supervision of all areas.
   - If a store has extra equipment that cannot be stored in the prop box, locate that store in a place where the its contents do not have to be put away each day.
   - You may need to limit the number of children in certain areas.

Stages of play

1. Once the simulation begins you may observe the children go through different stages in their interaction with the props. These stage experiences depend upon their age and experience with imaginative play at home or school.
2. Initially the children may just explore the items and may not necessarily want to be a customer or worker. This is an important reason for involving the children in gathering the props before the simulation begins.
3. Once the children become comfortable with the props and the idea of role play, they will play realistically, using the items for their functional use.
4. Students will use the materials more creatively in fantasy play. They will take on other roles and use voices you have never heard before!

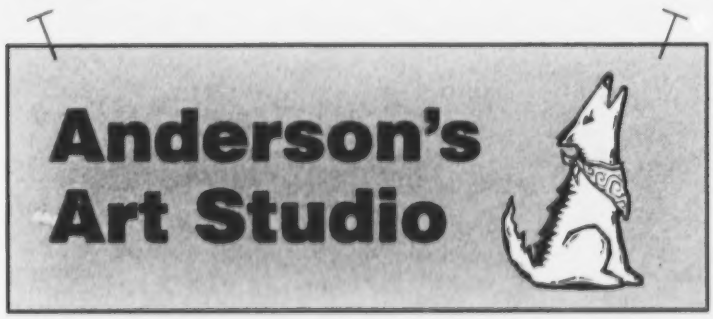
Basic simulation businesses

Teaching tip

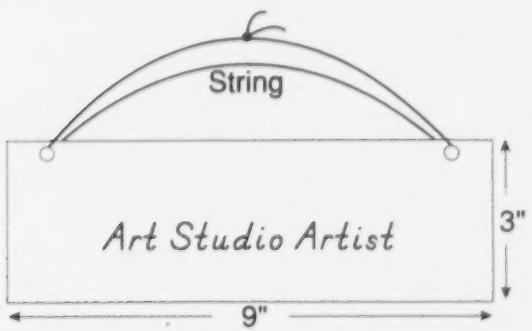
The number in parentheses indicates the likely number of name tags needed.

See next page for name tag and store sign art examples.

1. These are the basic job description labels for each business:
   - Grocery Store—customer (4), clerk-bagger (1)
   - Post Office—customer (3), postmaster (1)
   - Pizza Parlor—customer (4), server-cook (1)
   - Art Studio—artist (4)
   - Recycling Center—worker (4)
   - Public Library—patron (4), librarian (2)
   - Telephone Dispatch Office—customer (2), operator (2)
   - Public School—students (4), teacher (1)
   - Pet Store—clerk (2), customer (2)
   - Movie Theater—projectionist (1), ticket taker (1), customer (4)
   - Jewelry Store—clerk (2), customer (2)
   - Fish Pond—ranger (1-2), fishermen (4)
   - Music Studio—customer (4)
2. Your students will name their stores when they create the store front signs.



3. The numbers in parentheses under **Basic simulation businesses** indicate a suggested number of name tags needed. You may wish to adapt that number dependent upon your supplies.



EXTENSIONS

Several of the stores' contents provide opportunities for additional lessons. Here are a few ideas:

- **Pizza Parlor** Extend the fraction concept through additional lessons.

Teaching Tip

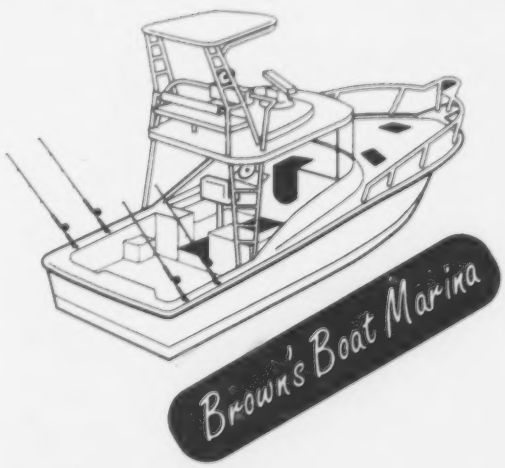
As you use KID TOWN, jot down skills you see students needing to practice.

- **Telephone Dispatch Office** Have students create more **Situation Cards**. Distinguish between real 911 emergencies and advice situations. Discuss and practice telephone etiquette and stranger safety.
- **Post Office** Require correct letter formation without a worksheet. Provide situations for letter writing.
- **Grocery Store** Integrate health lessons based on the food pyramid. Interview the school cook for information on menu planning.
- **Art Studio** Study George Seurat's technique of Pointillism through a simple project of coloring dark on fine sandpaper. Place the sandpaper face down onto light-colored contruction paper. Iron the sandpaper onto the paper to make a print resembling the technique.

Other ideas

If you have the available storage space, keep your completed prop boxes for future use. Following this simulation, you may decide that prop boxes are a good alternative or supplement to other traditional center approaches. Here is a list of other possible prop boxes:

- gas station or auto repair shop
- travel agency
- ice cream shop
- shoe store
- boat marina
- plumbing shop
- hospital
- laundromat
- office
- TV station
- construction site



PROP BOX MATERIALS - 1

Grocery Store

Teaching Tip

Most of the set up directions on tab 5/pages 5-14 will be completed on Day 2 of the simulation. Some work will need to be completed in advance.

Setup

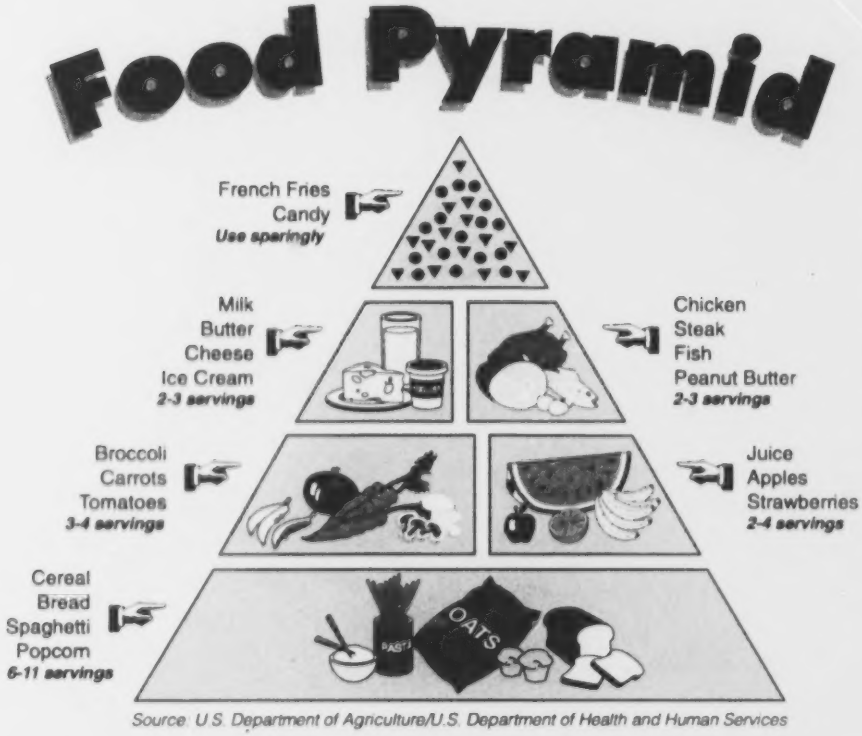
- Sort food and containers into categories.
- Name the store.
- Make sign for store front and any other signs.
- Price the food. Prices should range between $ .10 and $2.00.

Activity The students will take on the customer role or the worker role of cashier, stocker or carry-out person as they buy or sell healthy food choices.

Supplies

- Paper for sign
- Masking tape or other sticky paper for prices
- Black markers for pricing
- GROCERY LIST (tab 5/page 17) or small list paper

As you read the daily lunch menu, have your students help analyze it according to information they can find on the FOOD PYRAMID.



Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

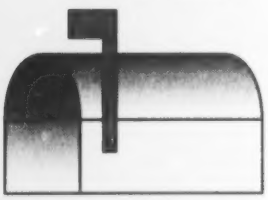
- FOOD PYRAMID POSTER (tab 5/page 18)
- Pencils or markers
- Play food (plastic fruits and vegetables)
- Empty food boxes
- Cans (cut from the bottom)

PROP BOX MATERIALS - 2

- Balance scales
- Play cash register
- Sacks
- Play grocery cart or other basket type container
- Calculator
- Paper for receipts
- Store ads
- Coupons and coupon books

Post Office

1 Cut out a strip of oaktag and curl it to form the top of the mailbox. Cut out one end of the shoe box then attach the oak tag to the top of the shoe box.



2 Cut out a flag and attach it to the side of the mailbox with a brad.

Setup

- Make sign for store front "window."
- Compile a list of student names and addresses.
- Make a mailbox.
  1. Cut strip of oaktag to form a curved top over shoebox.
  2. Make flag. Attach with a large brad.

Activity The students will write letters to classmates to be mailed and delivered. They purchase "stamps" and mail letters. The letter carrier delivers the mail.

Supplies

- Paper for Sign
- paper or LETTER FORM (tab 5/page 19)
- Envelopes (junk mail envelopes)
- Old typewriter
- Picture dictionaries
- Alphabet charts
- Poster of friendly letter form
- Date stamp
- Markers
- Pencil or pens
- Glue
- Scrap paper
- Stamps (from magazine or music subscription services)
- Old mailbox or mailbox made out of a shoe box
- Bag for letter carrier
- List of student names for display nearby
- Official list of student addresses
- Small container for money

Teaching Tip →

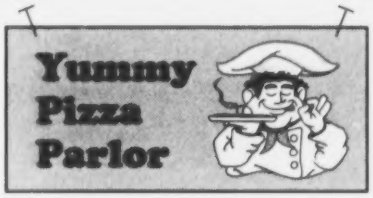
Instead of a date stamp, you could have students copy the date from your DAILY MESSAGE.

PROP BOX MATERIALS - 3

Pizza Parlor

Setup

- "Make" pizzas using markers and paper plates.
- Under supervision, cut fractional pizzas.
- Price pizzas by whole, half, quarter, eighth. Prices should range between $0.10 and $2.00.
- Make menus.
- Make place mats.
- "Decorate" walls of the restaurant.
- Name pizza parlor.
- Make sign for store front.
- Organize equipment.



Activity The students will take on the customer role or the server role. They will order "fractional" portions of pizza.

Supplies

- Paper for sign
- Paper plates
- Markers
- Scissors
- Ruler
- Paper for place mats
- Napkins
- Silverware
- Plastic drink cups
- Small container for money
- GUEST CHECK (tab 5/page 20)
- PIZZA FRACTIONS (tab 5/pages 22-26)

Art Studio

Teaching Tip →

Have students use lids from margarine tubs as paint palettes for mixing colors.

Setup

- Pour paint into containers.
- Set up other equipment.
- Hang posters nearby of famous art prints.
- Make a sign for store front.

Activity Workers get paid a small amount to create works of art. The art is saved for the sale at the TOWN MEETING. You may change the contents of the studio during the simulation. Consider using still life displays or locating the studio near a window.

PROP BOX MATERIALS - 4

Supplies These are for a painting studio but you may use optional art projects such as clay sculpture or collage.

- Paper for sign
- Paint smocks or shirts
- Easel or table top space
- Paper
- Tempera paint
- Paint containers
- Brushes
- Water color paint sets
- Cups for rinsing brushes
- Water pitcher
- Markers for signing names
- Drying rack or space available
- Other art supplies as desired
- Art Prints
- Color wheel poster

Teaching Tip

Include related resource books at the businesses.

Recycling Center

Setup

- Organize collected materials.
- Make sign for store front.

Activity The students will use recyclable "junk" to create new items or inventions. Workers get paid for making items. They may sell the items at agreed prices or save them for the Town Meeting.

Supplies

- Paper for sign
- Egg cartons
- Packing materials
- Wood scraps
- Boxes
- Cans
- Lids
- Junk bits—screws, buttons, washers
- Fabric, lace, trim, ribbon, felt, net
- Sandpaper
- Yarn
- Straws
- Toothpicks

PROP BOX MATERIALS - 5

- Spools
- String
- Craft sticks
- Variety of paper—scraps, crepe paper, wallpaper
- Items from nature—shells, stones, cones, leaves
- Pipe cleaners
- Styrofoam trays
- Colored or plain masking tape
- Glue
- Hole punch
- Stapler
- Scissors
- Rulers
- Markers, pencils
- Books about inventions/recycling art

Public Library

Setup

- Reorganize and categorize classroom library into fiction and non-fiction sections.
- Make a list of needed books to borrow from the school library.
- Make signs describing check-out rules.
- Make sign for store front.
- Make motivational reading posters and bookmarks.

Activity The patrons may use this service free of charge. The librarians are paid. You will need to decide if you want the checkout system to be pretend or if the students will manage this task. Librarians may involve patrons in a puppet show or felt board story.

Supplies

- Paper for sign
- Reference books
- Magazines
- Newspapers
- Comfy seating area
- CHECK OUT CARD (tab 5/page 27)
- Date stamp
- Book marks or paper cut to this size
- Markers or pencils
- Comic books
- Picture books

Teaching Tip →

8th bulleted dot: *Photocopy motivational book marks made during SET UP; they can be used throughout the simulation.*

February 20
February 21

PROP BOX MATERIALS - 6

- All types of classroom books
- Read and do books
- Puppets
- Puppet theater or bookcase to go behind
- Felt board and felt figures

Telephone Dispatch Office

Setup

- Practice personal information (complete name, phone number, and address).
- Make sign for business front.
- Decide and post fee to be charged for messages.

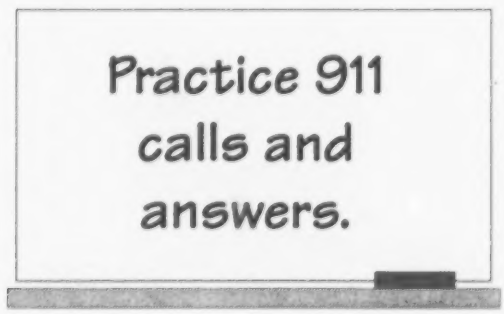
Activity The students will play the role of operator for the 9-1-1 emergency line. Students can read the situation cards. Operators must ask for more information and give advice. Operators may take messages for businesses or families. Customers may pick up a message by paying a fee.

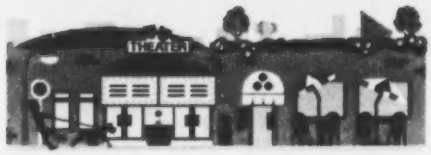
Supplies

- Paper for sign
- Old telephones—preferably at least two
- Phone books
- Pencils and pens
- MESSAGE FORM (tab 5/page 28)
- REPORTING AN EMERGENCY (tab 5/page 29)
- SITUATION CARDS (tab 5/pages 30-32)
- Class list of phone numbers and addresses
- Magnet boards with numbers
- Small whiteboards or chalkboards
- Whiteboard markers or chalk and erasers
- Container for money

Teaching Tip →

Discuss how there are different types of dispatch/telephone services.





Public School

Setup

- Gather materials from the classroom.
- Make sign for school with new mascot.

Activity The students will play the roles of teacher and students. The teacher is paid a salary. The students may participate free of charge.

Supplies

- Paper for sign
- Flashcards—basic sight words, math addition and subtraction
- Word Family Cards
- Trivia game such as Brain Quest
- Other games such as bingo or lotto
- Small whiteboards or chalkboards
- Whiteboard markers or chalk and erasers

Teaching Tip →

See tab 5/pages 15-16 for lists of words to be used as flashcards.

Pet Store

Setup

- Make toilet-paper tube pets (color, cut, glue).
- Make sign for store front.
- Price pets and supplies.

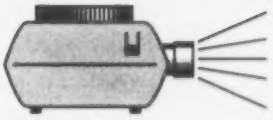
PROP BOX MATERIALS - 8

Activity Customers may come and purchase pets from the store owner. As the store owner waits he may "groom" new pets and supplies or read books about pets to gain new information.

Supplies

- Paper for sign
- Toilet paper tubes
- PET SHEETS (tab 5/pages 33-37)
- Glue
- Crayons or markers
- Price tags or price chart
- Container for money

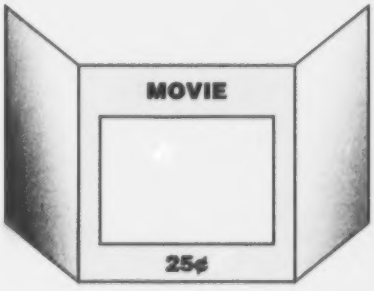
Movie Theater



Setup

- Practice showing films with filmstrip projector.
- Make a "Now Showing _____ " sign.
- Make a sign listing prices for popcorn and movie.
- Make sign for store front.
- Make "fake" popcorn sacks.

Activity This business takes two workers, the projectionist and the ticket seller. The students operate the filmstrip projector, so try to use old filmstrips in case of damage. The customers pay to see the "movie."



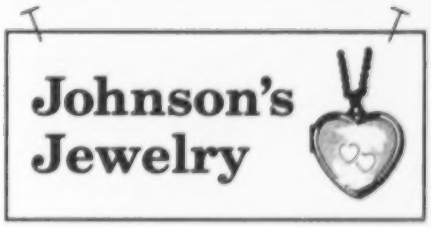
Supplies

- Paper for sign and markers
- Filmstrips—cartoons or other old academic filmstrips with tapes
- Filmstrip projector
- Tape recorder
- Listening center
- Headphones
- White paper for wall for projection or film screen
- FILM REVIEW SHEET (tab 5/page 38)
- Ticket booth and TICKETS (tab 5/page 39)
- Pencils
- Clipboards or writing surface
- Paper sacks for "popcorn"
- Styrofoam packing peanuts for fake popcorn
- Container for money

Teaching Tip

Students love sitting behind the cardboard ticket booth while they sell tickets.

Jewelry Store



Setup
- Make sign for store front.
- Dye the noodles.
- Cut the string.
- Make simple necklaces out of a single button or dyed noodles.
- Price the necklaces.

Activity The customers buy necklaces. The store owner continues to make more to stock the store.

Supplies

- Scissors
- String
- Tape
- Assorted buttons with holes or shanks
- Noodles with holes (dyed with food coloring and alcohol)
- Markers
- Paper for sign
- Container for money

Fishing Pond

Teaching Tip

Add to the fish a skill that you want students to practice. Math facts (+ – x) or vocabulary words are good choices.

Setup
- Attach paper clips or magnet strips to fish.
- Make fishing poles; test with magnets.
- Make a pretend pond out of paper.
- Make sign to put near pond.
- Decide on price for fishing license.
- Post price for fishing license.

Activity The ranger supervises the filling out of fishing licenses. He also checks for accuracy. The fisherman names the word or number fact after he catches a fish.

Supplies
- FLASH CARD FISH (tab 5/page 40)
- FISHING LICENSE (tab 5/page 41)
- Pencils
- Clipboards or writing surface
- Curtain rod(s), doweling, or yardstick(s) for poles

- String—attach to pole
- Magnets—attach to string
- Blue butcher paper
- Paper for sign
- Markers
- Container for money

Teaching Tip

KID TOWN's music studio is one of the most popular stores in the simulation.

Music Studio

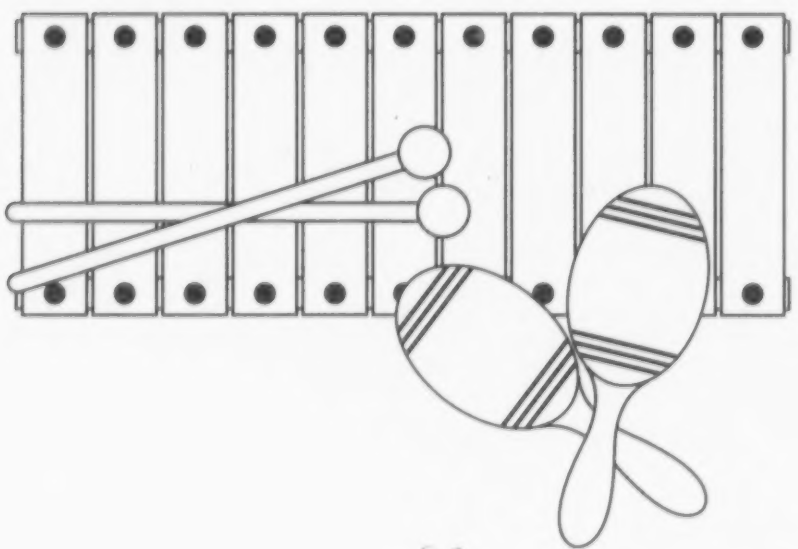
Setup

- Decide on name of studio.
- Make store front sign, and any other signs.
- Gather together instruments and headsets.
- Decide on fees.

Activity Customers may "rent" musical instruments or use the listening center post.

Supplies

- Tape recorder
- Headsets
- Song books and tapes (For suggestions, see list in the BIBLIOGRAPHY in tab 6/pages 30-31.)
- Xylophone
- Rhythm instruments
- Container for money



WORD FAMILY CARDS - 1

Several word families will be used during the BEGINNER STORIES. To enhance your students' learning, make a master of each word on a 3"x5" card such as this example:

bats

Public Library **-at words**

bats	chat	hats	sat
brat	fat	mat	scat
cats	flat	rats	that

Fishing Pond **-ake words**

bake	lake	shake
fake	make	take

Movie Theater **-eat words**

beat	heat	neat	treat
cheat	meat	seat	

Post Office **-et words**

bet	jet	met	set	wet
get	let	pet	vet	yet

Recycling Center **-id words**

did	hid	kids	lids	rid

WORD FAMILY CARDS - 2

Art Studio **-ide words**

hide	pride	ride	side	wide

Telephone Dispatch Office **-ot words**

cot	got	jot	not	shot
dot	hot	lot	pot	tot

Grocery Store **-old words**

cold	gold	mold	told
fold	hold	sold	

Pizza Parlor **-ust words**

crust	just	must	rust
dust	trust		

Pet Shop **-ube words**

cube	tube

dust

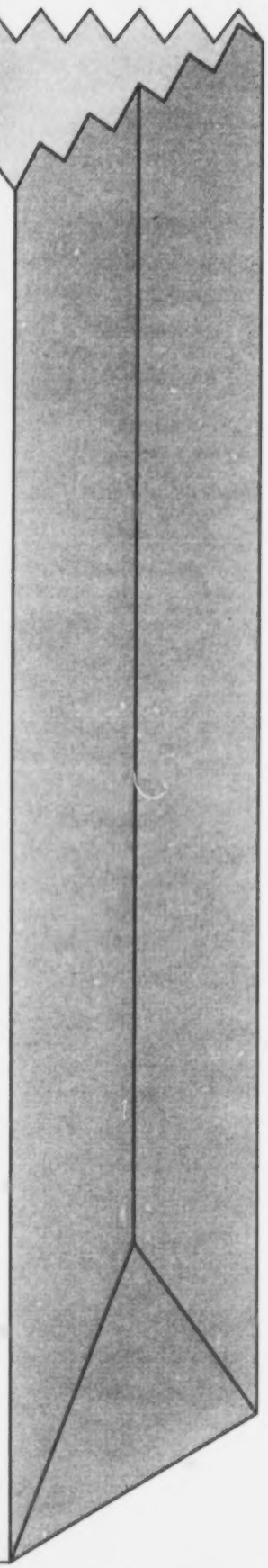
Grocery List

Name of shopper:

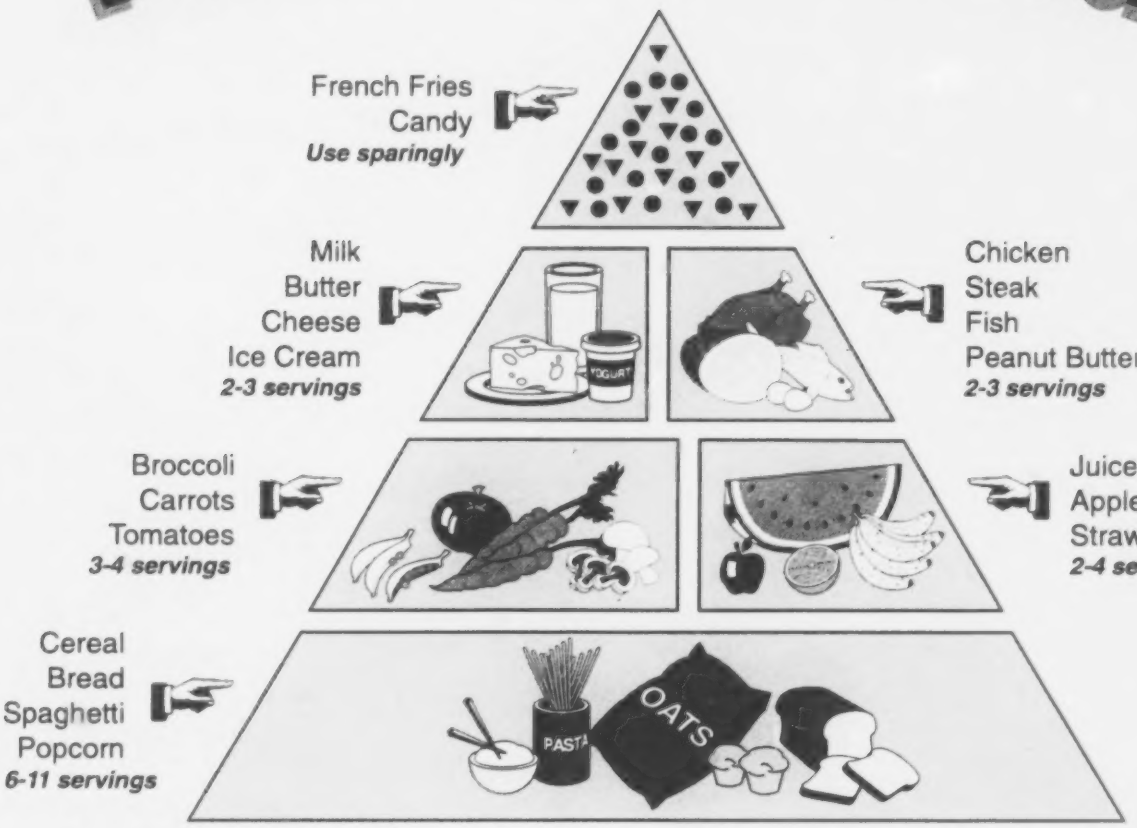
Items	Amount spent

Total spent: $.

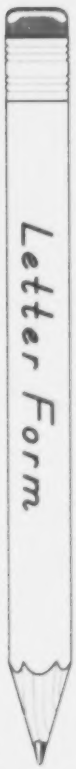
My meal plan:



Food Pyramid



Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services



Date _____

Dear _____

From,

_____

Date _____

Dear _____

From,

_____

GUEST CHECK

Server's name _____
Table number _____

Order:

_____
_____
_____
_____
_____
_____
_____

total $ _____

GUEST CHECK

Server's name _____
Table number _____

Order:

_____
_____
_____
_____
_____
_____
_____

total $ _____

GUEST CHECK

Server's name _____
Table number _____

Order:

_____
_____
_____
_____
_____
_____
_____

total $ _____

GUEST CHECK

Server's name _____
Table number _____

Order:

_____
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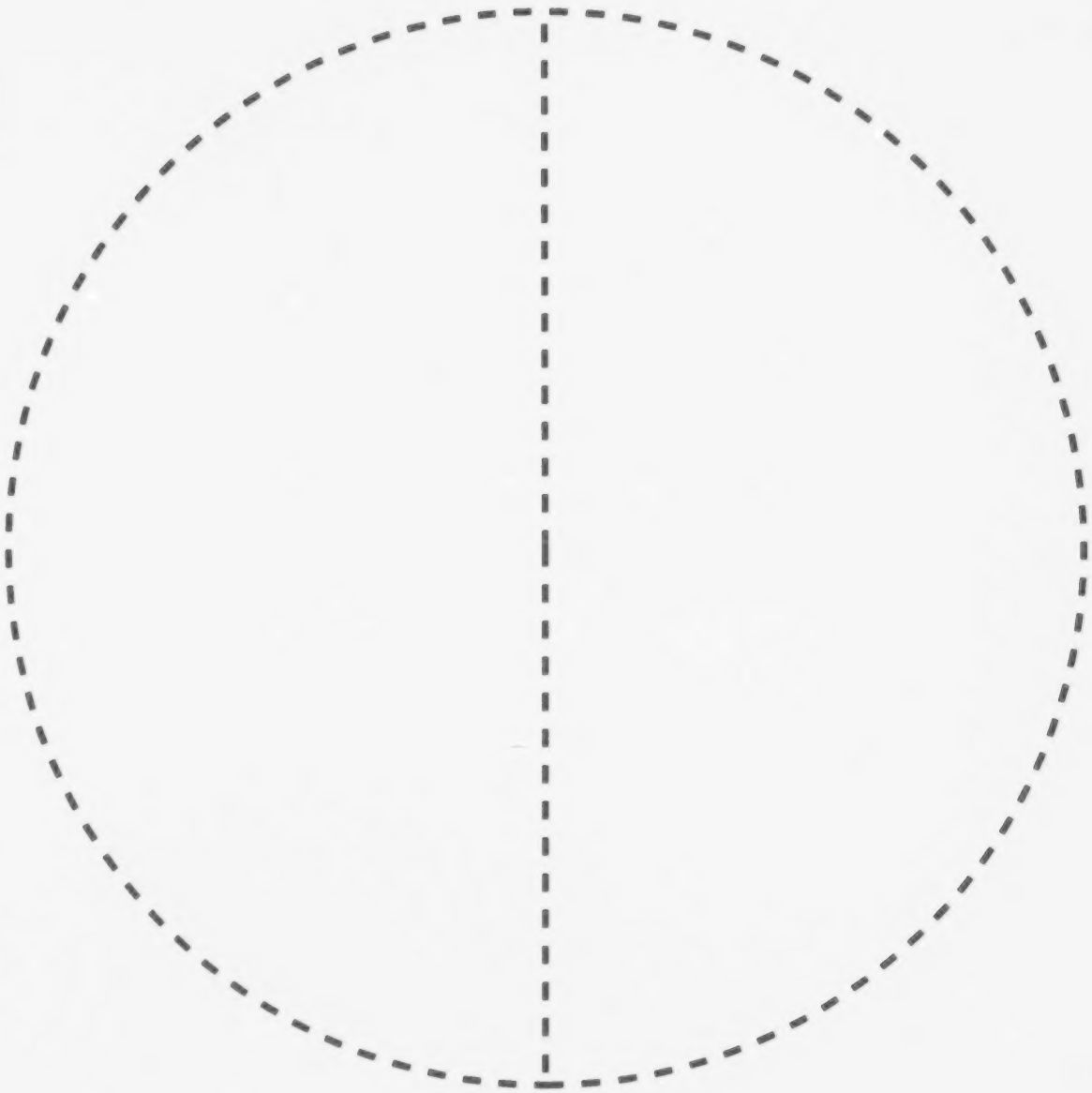
_____
_____
_____

total $ _____

PIZZA FRACTIONS - 1

PIZZA FRACTIONS - 2



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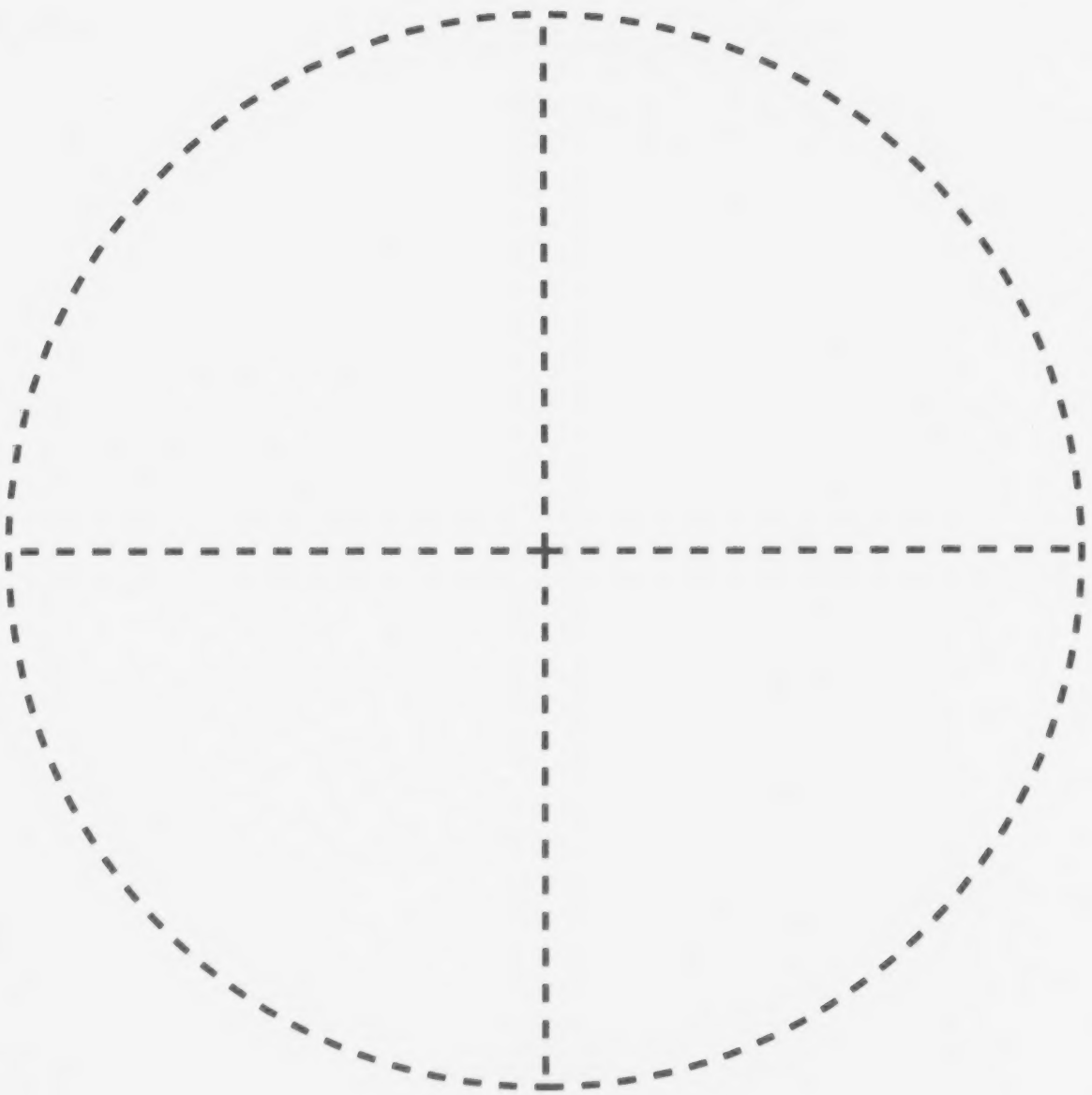

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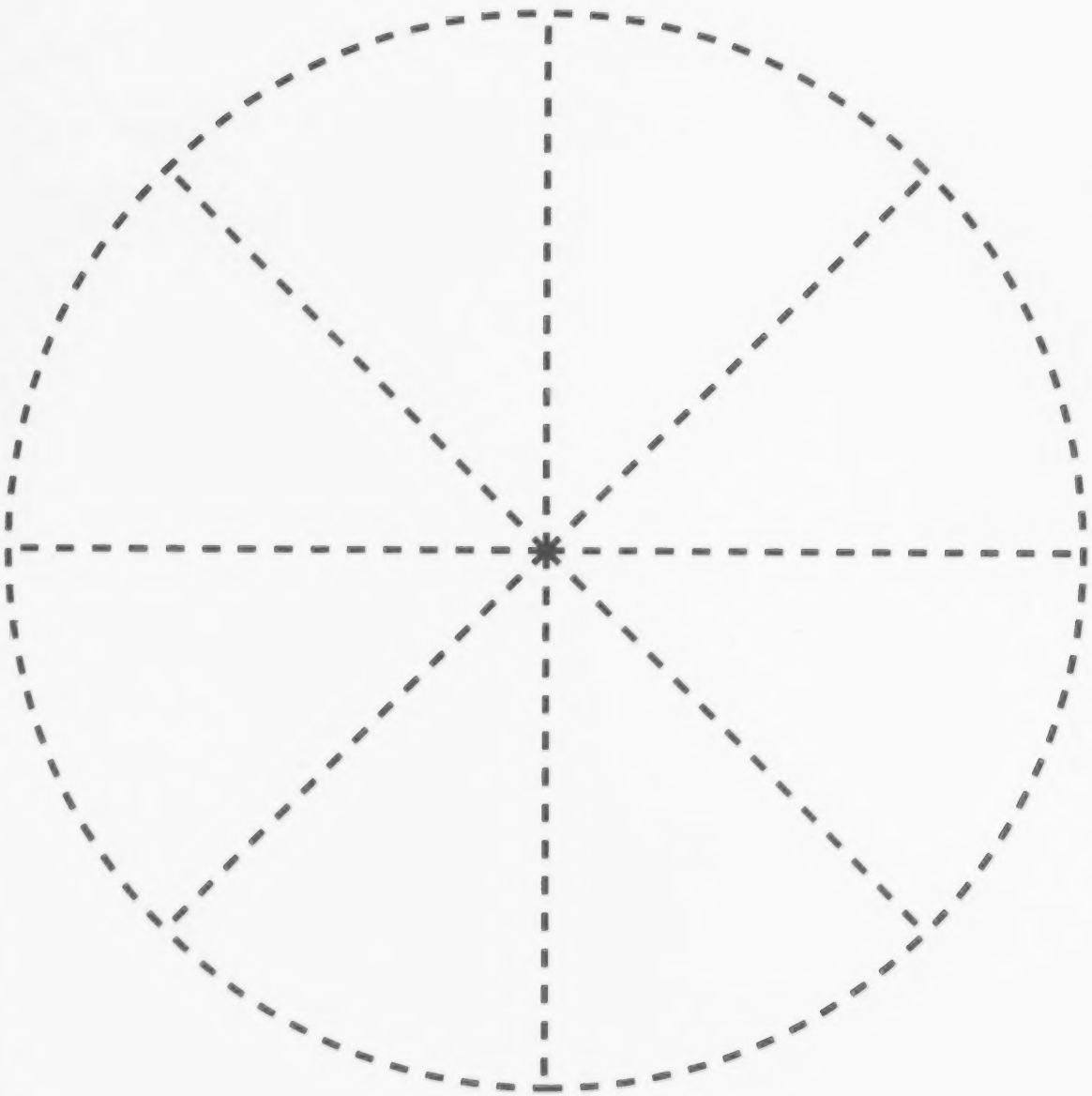
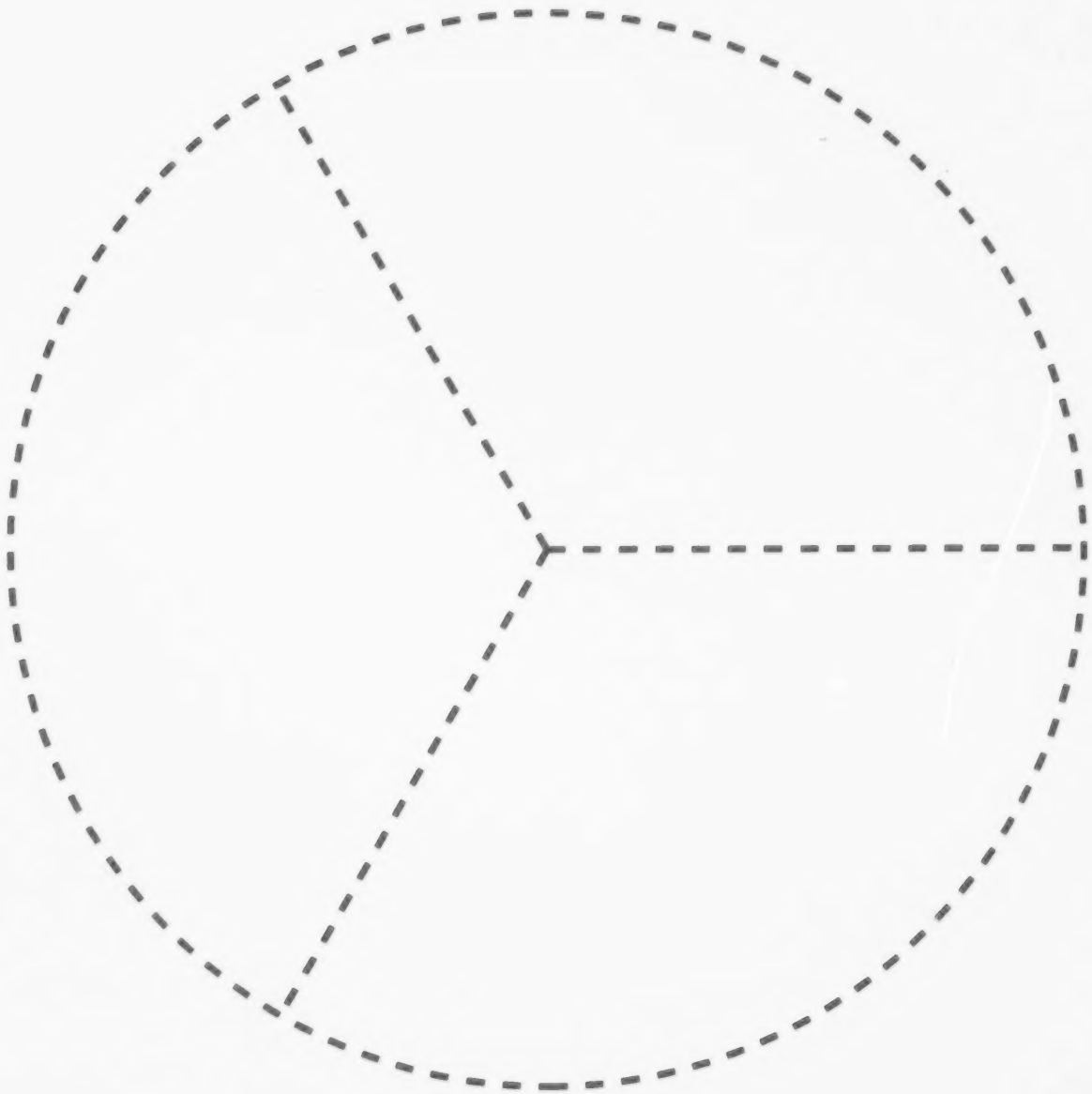
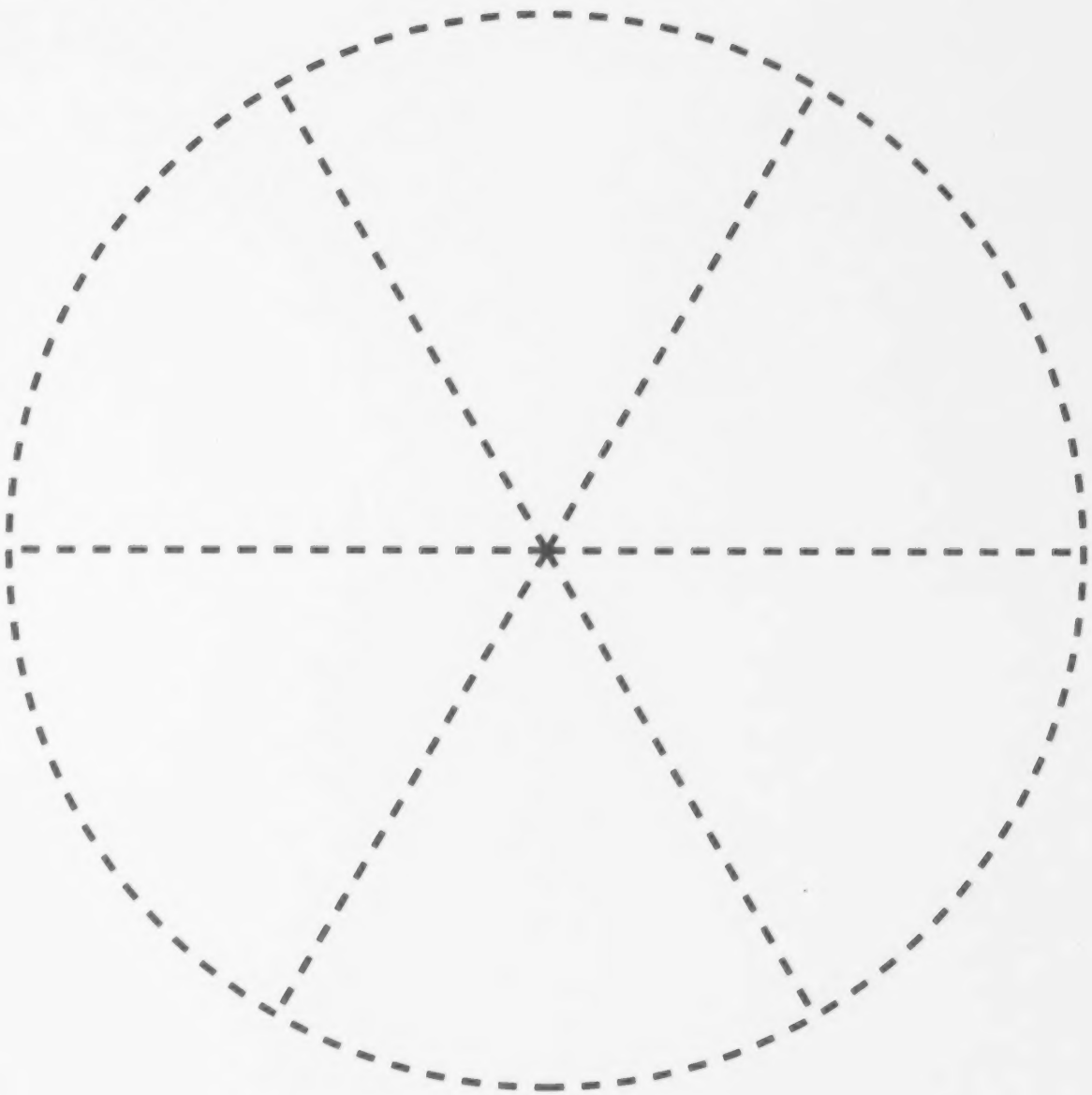
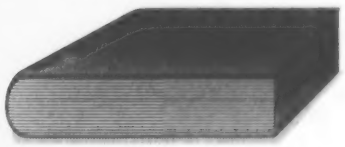


PIZZA FRACTIONS - 5



PIZZA FRACTIONS - 6





Title of book checked out:

_____

CHECK OUT CARD

Name _____

Date _____

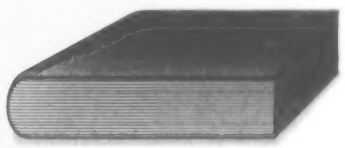
Title of book checked out:

_____

CHECK OUT CARD

Name _____

Date _____



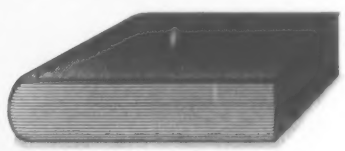
Title of book checked out:

_____

CHECK OUT CARD

Name _____

Date _____



Title of book checked out:

_____

CHECK OUT CARD

Name _____

Date _____

MESSAGE FORM

For: _____ Time: _____

Person who called: _____ Call back at: _____

Message: _____

_____

MESSAGE FORM

For: _____ Time: _____

Person who called: _____ Call back at: _____

Message: _____

_____

MESSAGE FORM

For: _____ Time: _____

Person who called: _____ Call back at: _____

Message: _____

_____

MESSAGE FORM

For: _____ Time: _____

Person who called: _____ Call back at: _____

Message: _____

_____

Reporting an Emergency

Dial 911

REPORT THIS IMPORTANT INFORMATION:

My name is: _____

(first name) (last name)

I am reporting that _____

(State the emergency.)

The address is _____

(number) (street)

My phone number is _____

- Listen for more questions.
- Stay on the line until the operator tells you to hang up.

SITUATION CARD:

My dad and I are home alone. He has pain in his chest and can't breathe right.

SITUATION CARD:

Stan and I are at his house. He just found a gun and he's playing with it. What can I do?

SITUATION CARD:

My dog Barney just fell into the lake. I don't know what to do.

SITUATION CARD:

I cut my finger as I was making a sandwich. It's bleeding so much.

SITUATION CARD:

My grandma just fell down the stairs. She says her back and neck hurt. How can I help her?

SITUATION CARD:

My nose is bleeding. It won't stop. No one else is here.

SITUATION CARD:

Mom is in the shower. I was out and saw the barbecue grill. It's on fire. What do I do?

SITUATION CARD:

A tree limb crashed onto the house and injured my mother. It's on top of her. Help me!

SITUATION CARD:

I fell on my arm and broke it. Bone is sticking out. I am sick and throwing up.

SITUATION CARD:

My little brother was playing under the sink. I think he drank something.

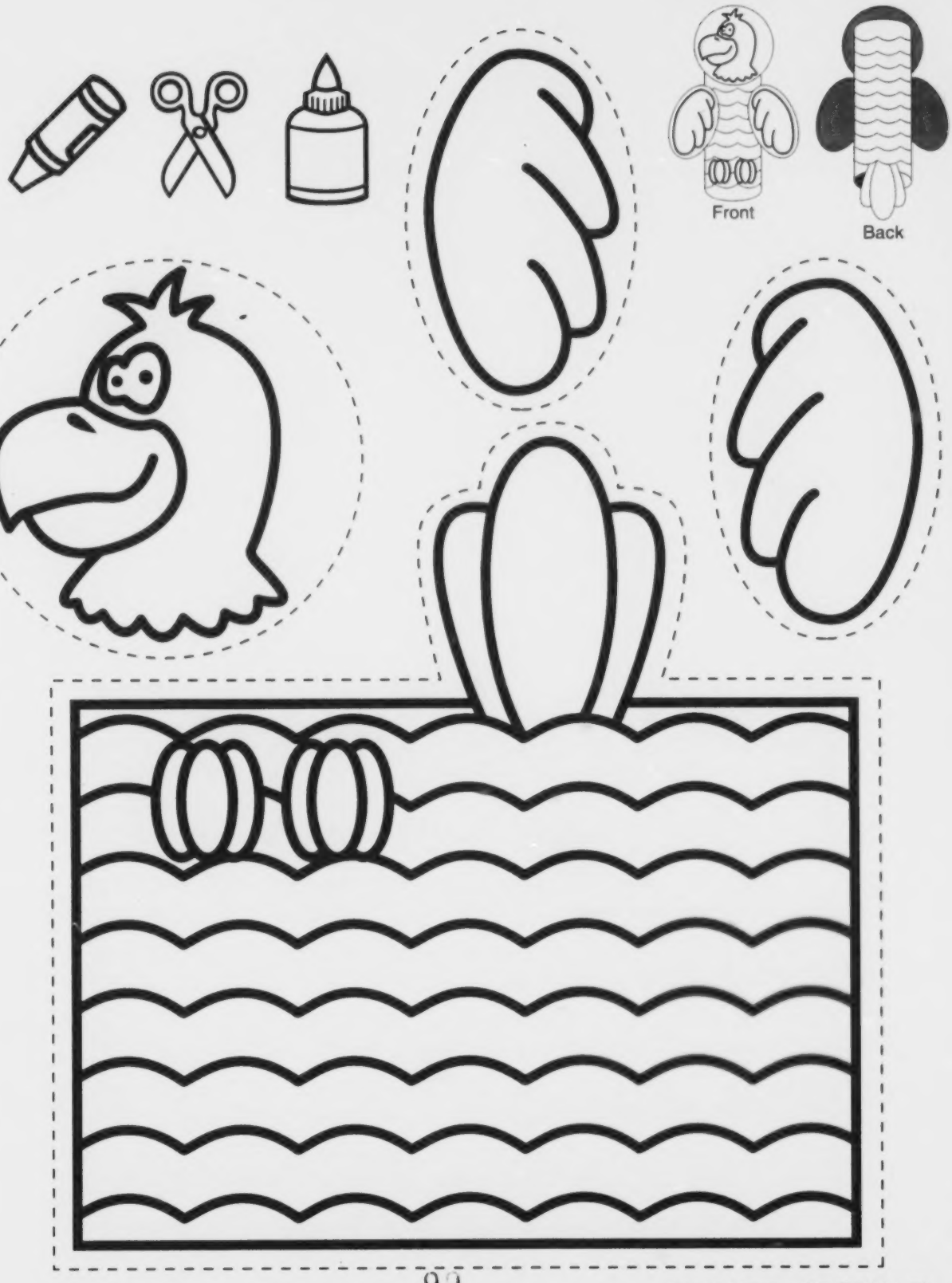
SITUATION CARD:

My big sister left her curling iron on. Susan just touched it. What do I do?

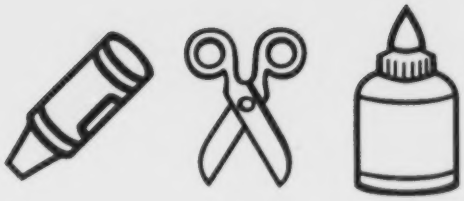
SITUATION CARD:

The little boy next door locked himself in his family's hot car. He is only four years old. The car keys are inside.

PET SHEETS - 1

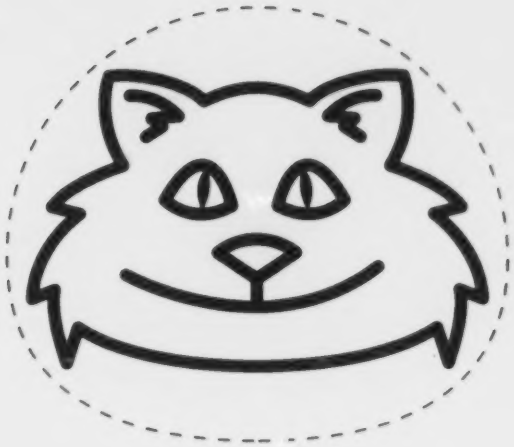


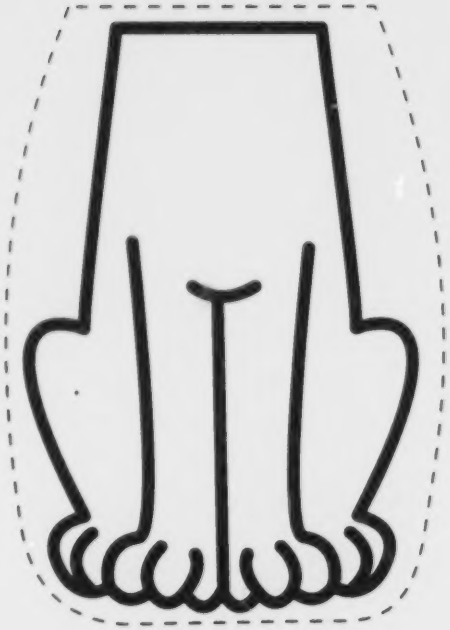
PET SHEETS - 2

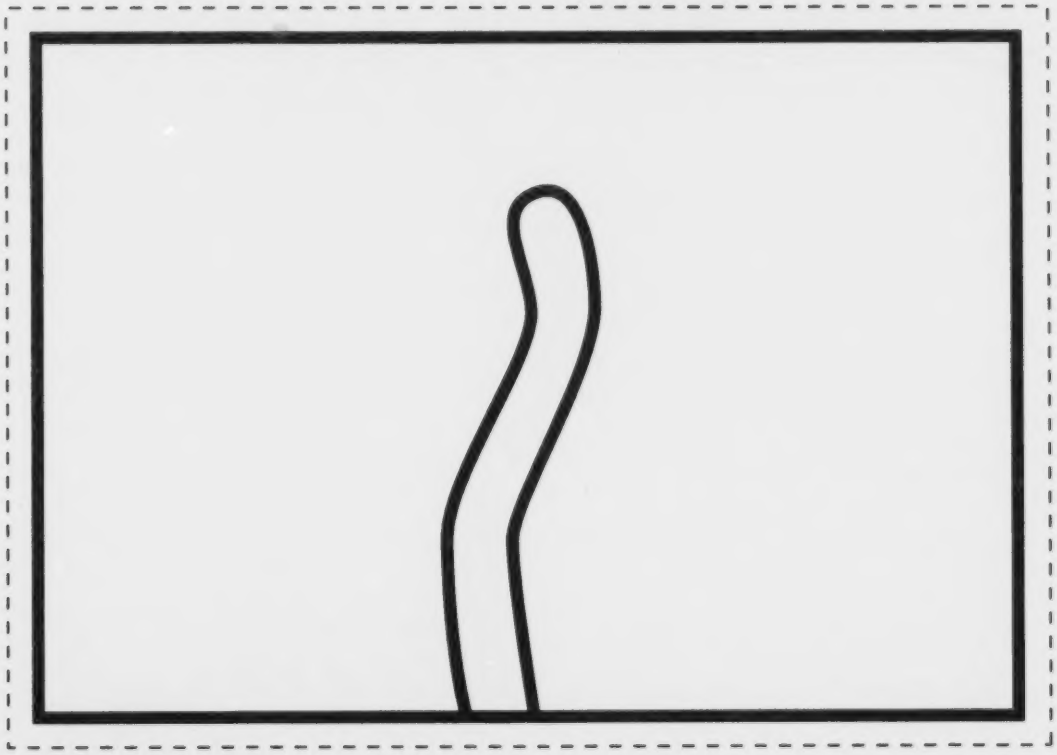


Front

Back

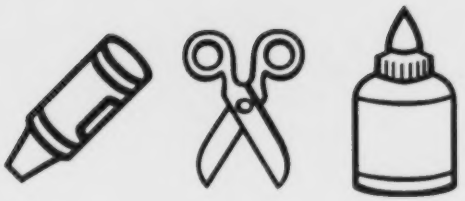






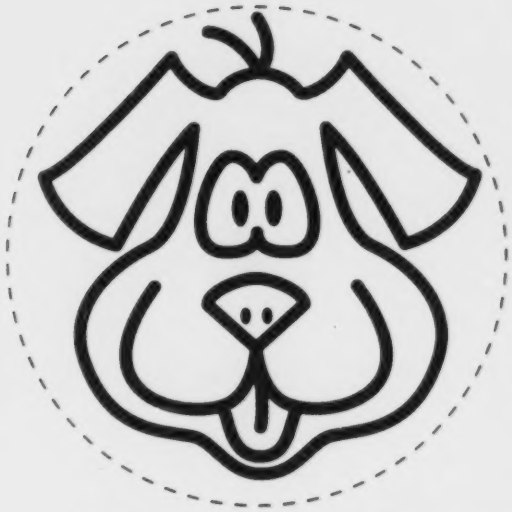
120

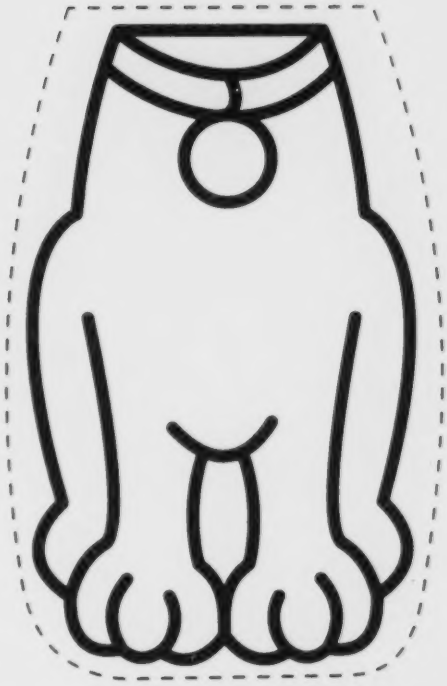
PET SHEETS - 3

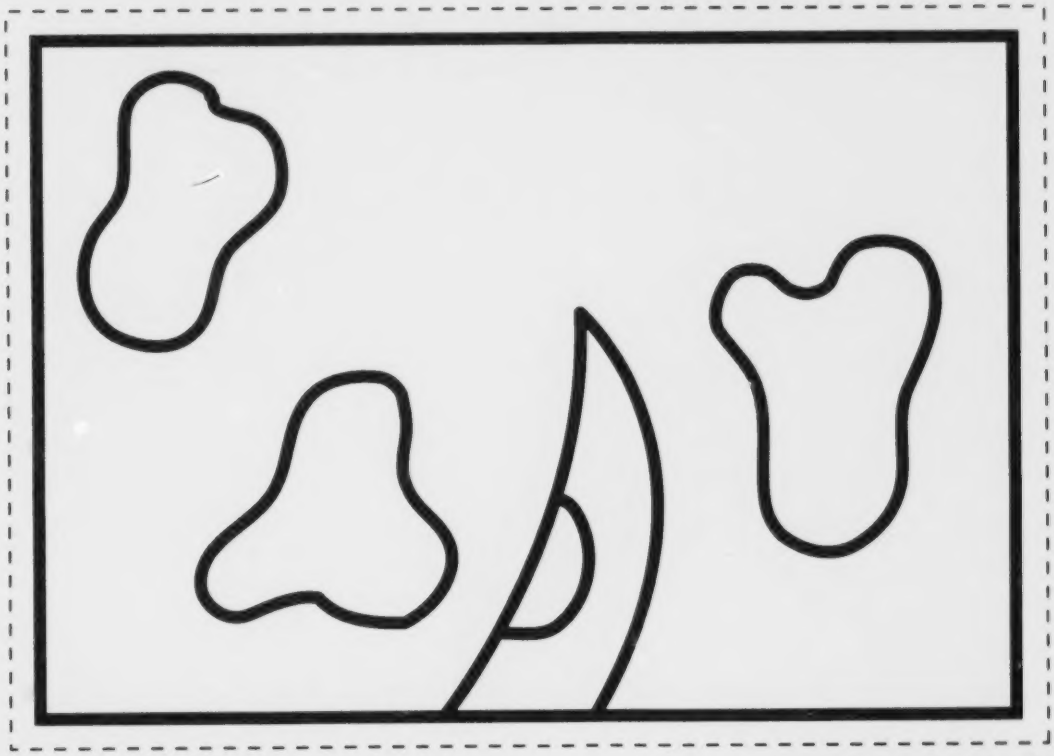


Front

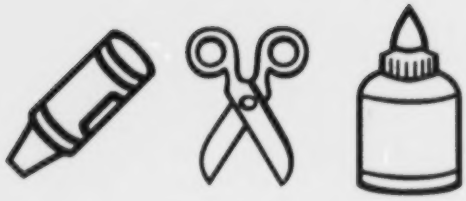
Back

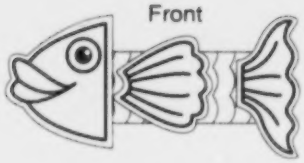


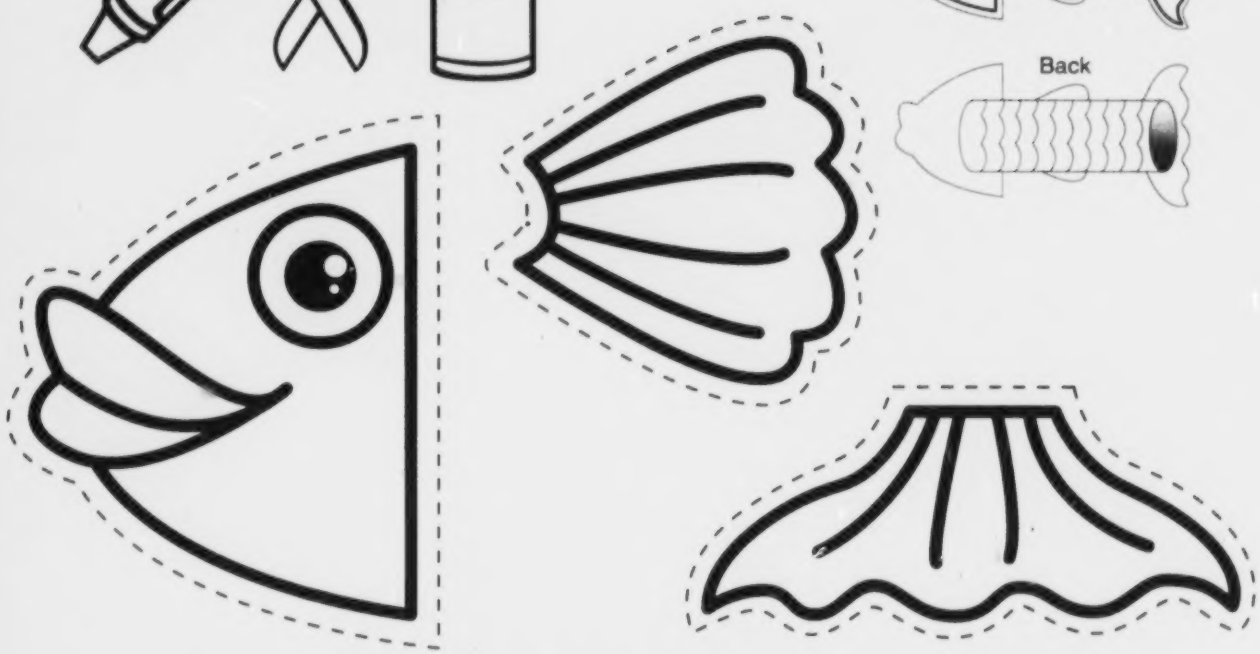


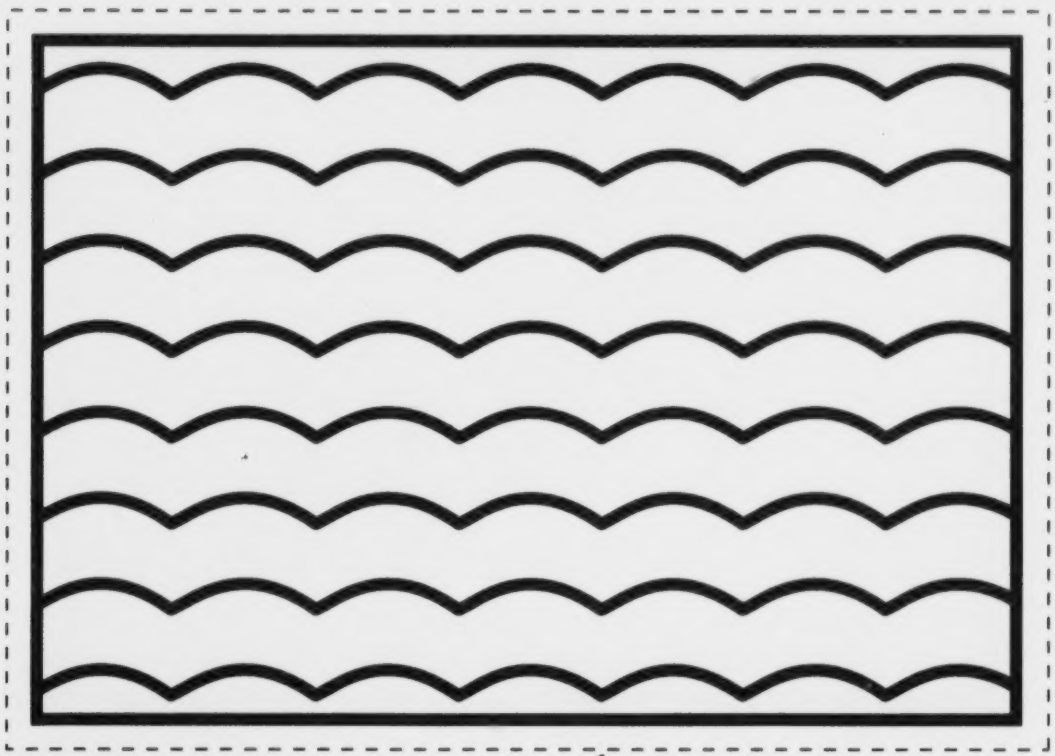


PET SHEETS - 4

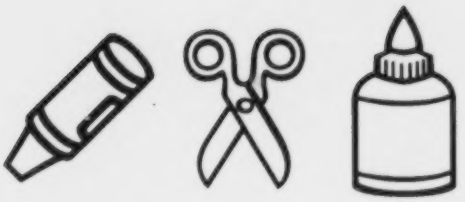






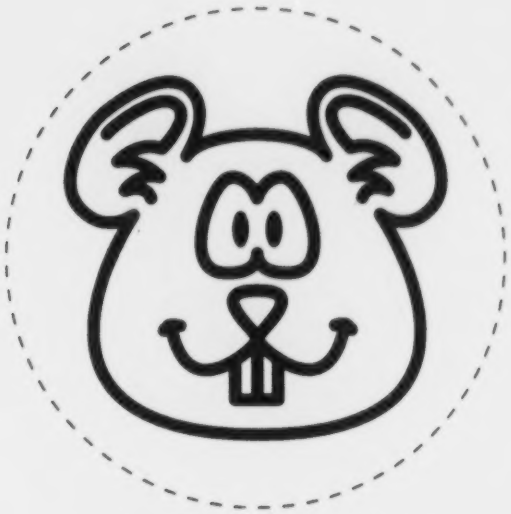


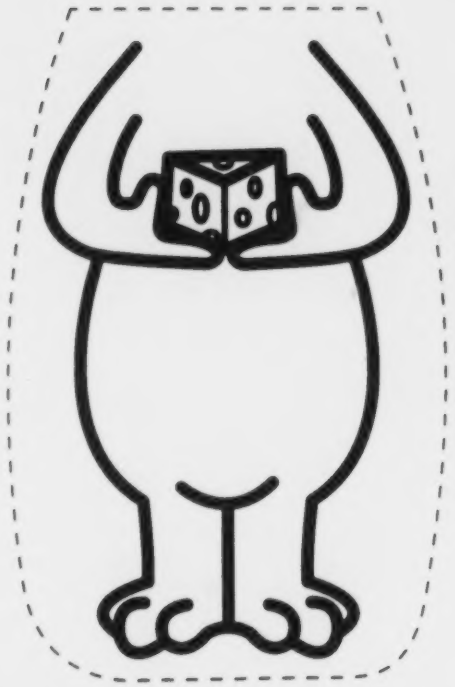
PET SHEETS - 5

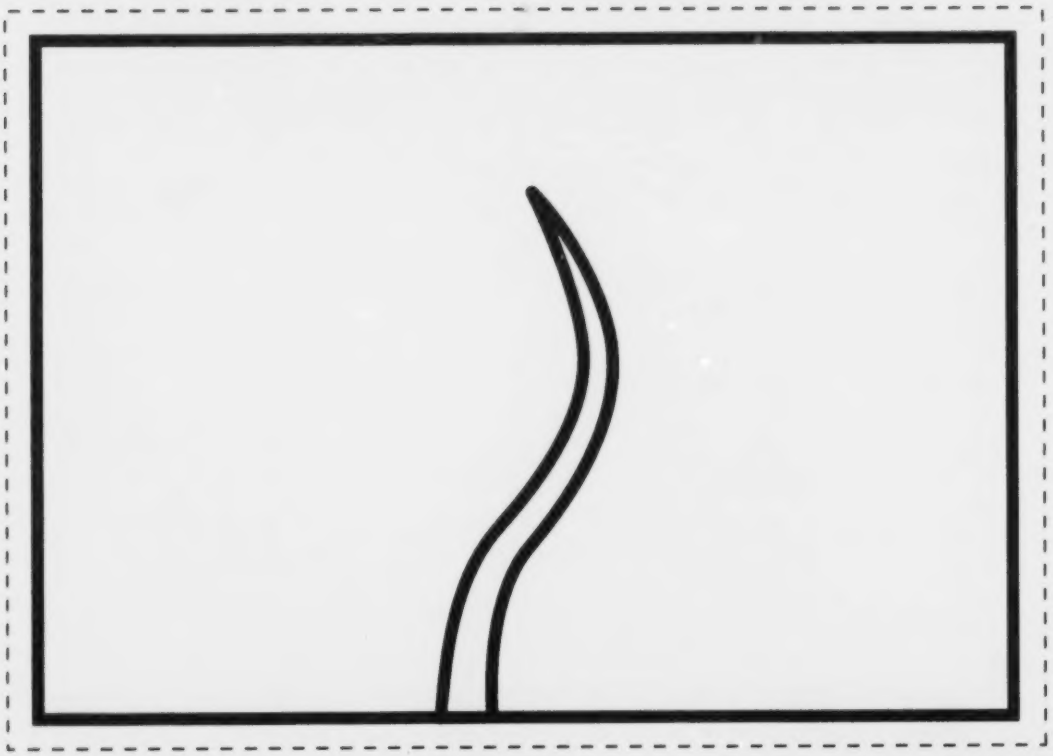


Front

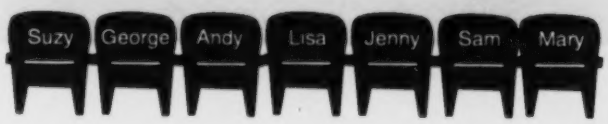
Back







Film Review Sheet



Name of reviewer: _____

Title of film: _____

Draw something you saw in the film.

Tell something you liked about this film: _____

_____

_____

_____

_____

_____

Rate the film by circling the stars:

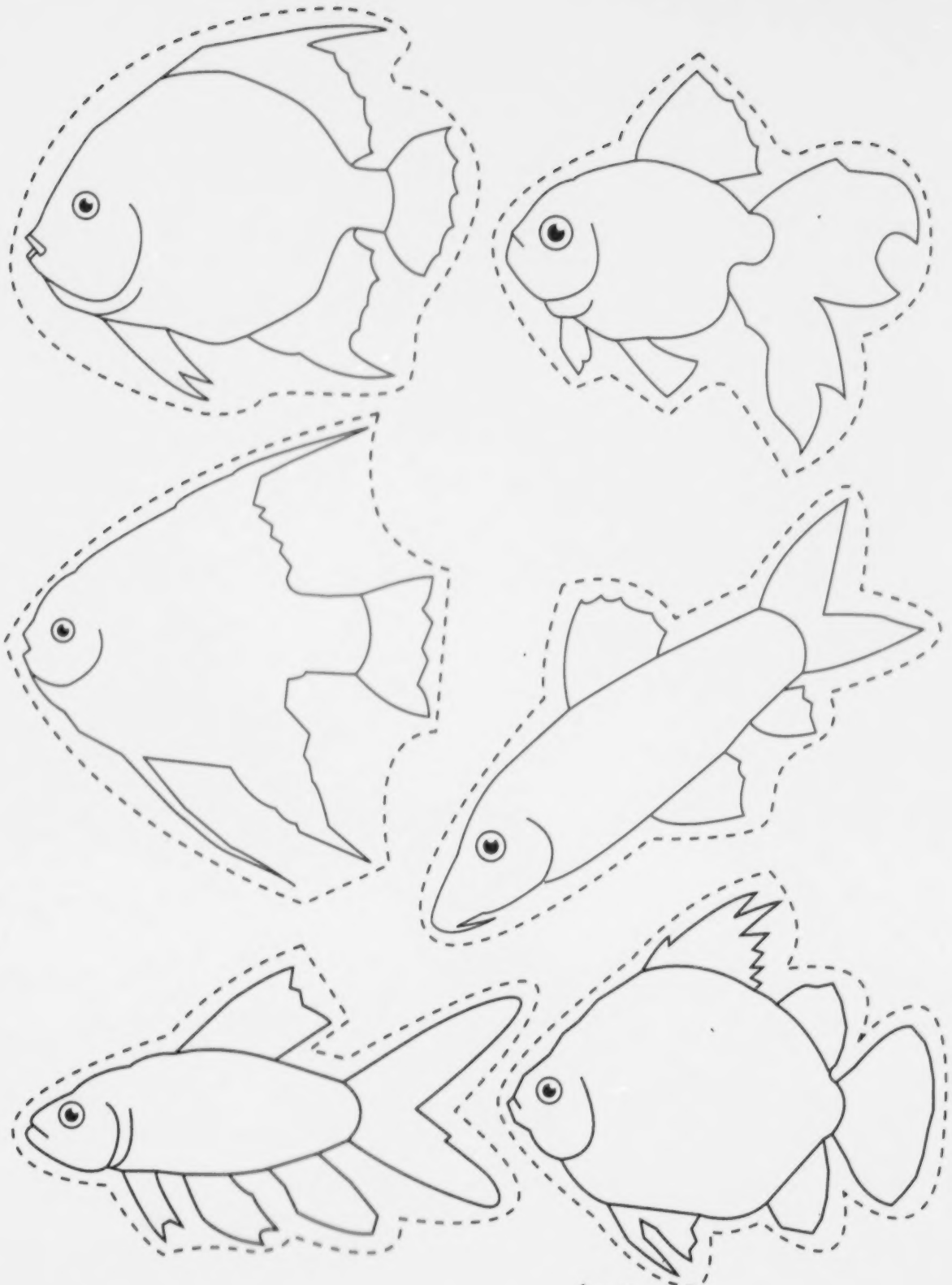
★ OK

★★ Good !

★★★ Excellent !!!

MOVIE TICKETS

FLASH CARD FISH



FISHING LICENSES

Name _____
Age _____
Address _____
Choose type of fish to catch:
____ catfish
____ trout
____ cod
____ tuna
____ whitefish

Name _____
Age _____
Address _____
Choose type of fish to catch:
____ catfish
____ trout
____ cod
____ tuna
____ whitefish

Name _____
Age _____
Address _____
Choose type of fish to catch:
____ catfish
____ trout
____ cod
____ tuna
____ whitefish

Name _____
Age _____
Address _____
Choose type of fish to catch:
____ catfish
____ trout
____ cod
____ tuna
____ whitefish

INTRODUCTION

Balanced Literacy

Teaching Tip

By reading aloud to your students, you not only give them information; you also model fluent reading.

The reading component of KID TOWN is designed as a complete *balanced literacy* program. (It contains *reading, writing, and speaking skills.*) Choose how much of each type of reading activity you want to include. Base your decisions on the academic needs of your students, their level of performance, and the amount of time you have allotted for these activities.

Cueing Systems

All the cueing systems—**syntax** (sentence structure), **semantics** (meaning), and **graphophonics** (sound/symbol relationship)—are emphasized through the various activities. The following chart overviews the emphasis in each type of activity :

BALANCED LITERACY

Reading Activities	Emphasis
Daily Message	Decoding strategy (phonics and context)
Literature Lessons	Comprehension skills (including building vocabuary)
BEGINNER STORIES	Phonics-rhyming word families
Skill Lessons	Sight words Simulation vocabulary
Silent Reading	Independent reading practice
Journal Writing	Writing

DAILY MESSAGES - 1

"... a key to generating and maintaining enthusiam ..."

Daily messages indicate the simulation activities for the day; they are located in Tab 2: Daily Directions. The following information is designed to explain the rationale and expected student reaction to this activity.

The daily message is a key to generating and maintaining enthusiasm throughout the simulation. It enables you to preview expectations and set the stage for the day. Though each day has a prescribed message based on the activity, *feel free to create your own messages.* For example, on days when you have scheduled a study trip, your message could center around this exciting event. Your own daily messages can either reinforce positive behaviors observed during the previous simulation day or help students to problem solve the difficult situations they may be experiencing.

The daily message can also become an effective way to teach a strategy for decoding unknown words. Because this strategy is so effective in helping new readers to discover their potential abilities, I suggest that you continue using the daily message strategy beyond the scope of this simulation.

Teaching considerations to keep in mind

"... can be compared to reading aloud ..."

- **Serve as a role model** At first, you may feel that you are modeling much more than the children are participating in this activity. This modeling can be compared to reading aloud. Many demonstrations are needed before students can see themselves as being capable of doing the same task. As the comfort level for your students increases you will find children rushing in before class to read and try to figure out the message on their own.

- **Encourage risk taking** Students must develop and maintain a sense of self confidence that they can learn to deal with words or ideas in print. The security of choral reading helps children to become confident. Young children's oral language is an asset to be called upon in predicting words from meaningful context.

- **Encourage seeking meaning** Students must monitor what they decode, demanding meaning for whatever is being read. Encourage students to listen to what they are reading by rereading orally. Often, you may need to model this rereading aloud.

DAILY MESSAGES - 2

- **View self-corrections as positive** When students gain clues from sounds, meaning, and the syntax of the passage, they will correct on their own. *They need to know this is what good readers do.* Remind students that they are making good predictions using the data they see and hear. Let students know that if it doesn't make sense, doesn't match the letter sound, or doesn't sound how we talk (syntax)—*that they need to try again.*

> "... moving toward becoming independent, strategic readers ..."

- **Be aware of stages** Children may pass through stages when using this strategy. Beginning readers will rely on meaning and use this as a sole predictor of words that make sense. Some students may realize that relying on context alone is not always successful. These students may not feel comfortable responding at first. Finally, the students will be able to make good predictions based on context, phonics, and syntax. They are moving toward becoming independent, strategic readers.

Example lesson

Teaching tip →

When writing your Daily Message, use the length of each blank to show whether a word is long or short Examples:

_____ for ***application*** *... and _____ for* ***open****.*

Dear Class,

Today you will need to fill out a job (application). Think about what would (make) you good for that job. The stores will be able to (open) tomorrow.

Procedure

1. Read the message with the children close to you. Have each letter of the mystery words covered with POST-IT notes.
2. Say "blank" for words that are underlined and in parentheses.
3. Ask the children what word would make sense.
4. List 3-4 predicted words on the board or on chart paper.
5. Uncover the word's first letter or blend. Now ask which predictions make sense (or fit) in the space.
6. Have students make new predictions, using beginning sound and sentence context.
   - Can you think of other words that end in **-tion**? What is the sound? (**shun**)
   - What is the sound of the first vowel in **make**? (**long a**) Why? (**silent e**)

LITERATURE LESSONS INTRO

Using literature

Quality literature is emphasized in KID TOWN because of its beneficial effects. Each daily lesson includes suggested literature related to the day's simulation activities. You may instead choose a selection from the BIBLIOGRAPHY (tab 6/pages 30-31) or a related book you have access to in your classroom, school, or public library.

There are many reasons for incorporating daily literature lessons into KID TOWN. Listening to stories enables the students to develop **language comprehension**. In return, language comprehension is an essential element for **reading comprehension**. Another purpose for reading aloud is to model fluent reading behaviors. Using picture books allows students to hear new vocabulary before attempting to use it. Literature allows for new concepts, such as beginning mapping skills to be introduced in a more developmentally appropriate manner. Thus, literature can be used to enhance both integrated learning and imagination. Of course, the most important reason for reading aloud is enjoyment.

You may choose simply to read informally and then discuss some selections with your class. Use the Tab 6: Reading suggested activity lessons to enhance comprehension of any books. When choosing activities, consider the book, your students' reading level(s), and the skills you want to emphasize.

PREDICTION STRATEGY - 1

Pre-reading

The **predictive questioning** in the Pre-reading strategy will help children to acquire a sense of story structure. Be sure to pick a book that has a good strong plot and the elements of a story structure such as a problem and solution.

Steps

1. Look at the front cover with the children. Read the title and author. Look at the illustration. Talk about any other books of that type or by that author that your class may have read.

2. Ask for *predictions* of what the story may have in it. List them in a chart of categories of the **W questions**:
   Who? What? Where? *Why? *When? *How?

Teaching Tip →

Note Well: *Ask these *questions only with books that are appropriate to these categories.*

3. Encourage the children to determine that the purpose for reading is to find out if their predictions are correct.

4. Begin reading.

5. Stop several times before important events.

6. Ask the children to predict or guess what will happen next in the story, to summarize what they learned in previous sections, and to determine what they still need to find out about for their chart.

7. When the reading is completed, go back to the initial predictions. Circle the correct predictions. Cross out incorrect predictions. Add to the list what was discovered.

Sequence for a read-aloud session

1. **Concept building**
   - Call upon the students' experiences and prior knowledge by conducting a short discussion related to the book.
   - Introduce any special vocabulary that is needed to understand the story.

PREDICTION STRATEGY - 2

"Ask students to be

active listeners ..."

2. **Purpose**
   - Give students a purpose for listening to the story without giving away the story's ending.
   - If you have a follow-up lesson planned, tell students what to listen for (i.e., retelling the story, listening for problems and how they are solved) that will help them in that assignment.

3. **Reading the story**
   - Consider the use of visual aids to help students follow the text, focus their attention, or reinforce concepts. **Examples**: the use of pictures, felt-board figures, puppets, repeating refrains that the children can read along with you.
   - Ask students to be *active listeners* by making predictions along the way. *Be sure to pre-read the text so **you know** where the highly predictive passages occur.*

4. **Follow-up activities**
   - Question students by using a variety of literal, interpretive, and critical questions.
   - Plan a follow-up activity which involves drawing, writing, or speaking.

Examples of questions you might ask

- What was the problem? Did a character(s) solve it? How?
- What do you think will happen next? Why do you think so?
- Could this be a true story? What makes you think so?
- What can you find in the story that might tell us about ___?
- Where does the author let us know that?
- How did the pictures help tell the story?
- How did the story make you feel?
- Did the author provide all the information you needed? What else would you like to have known?

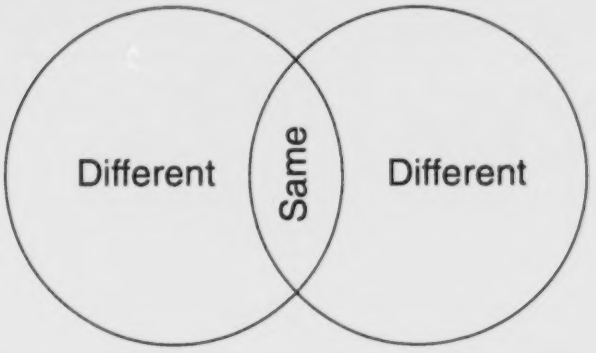
Teaching Tip →

To encourage reading practice, print on 8"x11" sheets of paper the repeating refrains which children can recite and the questions which students are to answer.

VENN DIAGRAMS

Using VENN DIAGRAMS

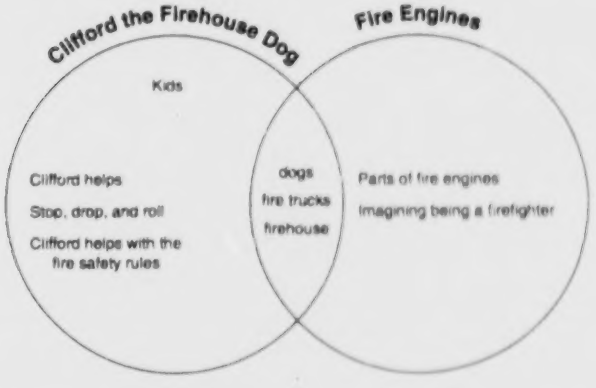
1. Collect the following materials: books, paper, markers.
2. Draw two overlapping circles.
3. Compare two topics by listing the differences on the left and right and the similarities in the center.



4. Here are some possible comparisons:
   - two books by the same author—*Curious George* books
   - jobs described in two books—*Barney Bear's Pizza Shop* and *A Job for Wittilda*
   - a nonfiction and a fiction book on the same topic—*Clifford the Firehouse Dog* and *Fire Engines* by Anne Rockwell)

Teaching Tip

I use a round trash can to help trace my Venn circles. I also use 3 different colored markers—one color for each book and the third color for the similarities.



   - imaginary and real events in a single book—*The Trek*
   - two books on the same theme—*Arthur Meets the President* and *Patty for President*

STORY MAP

Using a STORY MAP

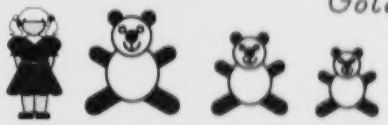
1. Collect the following materials: book, chart paper, markers.

2. Read a story with a clear problem in it. Ask the children to help you fill out on your board a STORY MAP such as this one:

Teaching Tip →

Fairy tales are a good starting point to teach students story elements. The problem is always clear, and it is solved by the story's end.

CHARACTERS:



Goldilocks and three bears

SETTING:

Where: in forest ... and in bears' house

When: morning and afternoon

PLOT

Problem: Goldilocks disturbs 3 bears.

?

Event 1: Goldilocks tries all porridge.

Event 2: Goldilocks breaks chair.

Event 3: Goldilocks sleeps in bed.

SOLUTION:

!

Bears come home and discover Goldilocks. She runs away.

3. *Option:* Use the above STORY MAP as overhead transparency.

4. Commercially prepared posters of story maps are available. *If you make your own STORY MAP as a poster, be sure to laminate if for reuse.*

5. *Curious George* books are excellent models of a simple predictable structure to use with this activity.

GUIDED RETELLING

Using GUIDED RETELLING

1. Collect the following materials: book, 12"x18" sheets of paper (one for each student), crayons, pencils.

2. Read the story ahead of time and decide which major parts will be included when retelling the story.

3. Read the story to the students, pointing out important parts as you go along.

4. Model the important parts on paper, just as you will have the students do.

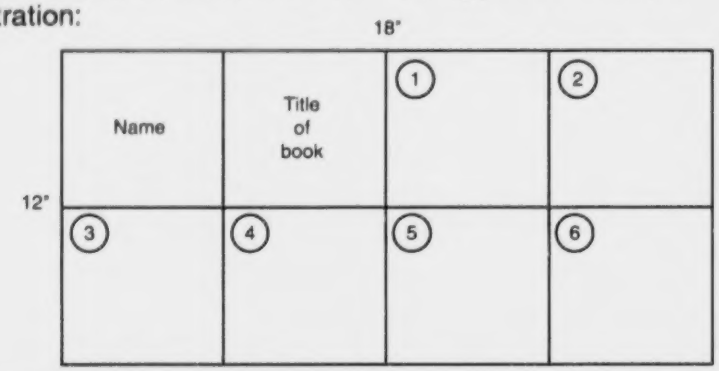
Teaching Tip

This activity requires that you carefully sequence the events. Have students orally share—before any drawing or writing.

5. Step by step have the students fold their papers into the appropriate number of squares. Instructions to fold "hot dog" (vertical-skinny way) or "hamburger" (horizontal-fat way) style help the students to follow your directions.

6. Open the paper. Count the number of sections.

7. Have students write their names in the upper left box as in this illustration:



8. Tell students to copy the title of the story that you have written on the board in the next box.

9. Have students number the remaining boxes, left to right. Tell them they will draw or write about the important events that tell the story they heard.

10. Assign pairs of children to share their pictures and writing.

11. Display the work or have students take the paper home to tell the story to a family member.

SHARING RESPONSES

Using SHARED RESPONSES

1. Following the reading of any story, encourage students to make personal meaning from the selection.

2. Move students into a circle so that everyone can see everyone else.

Teaching Tip →

ACTIVE LISTENING is often defined as the process of paying so much attention that you can not only tell people what they just said; you can also tell them how they felt about what they said.

3. Have the children take turns holding the book and sharing their thoughts. Encourage *active listening.*

4. Begin by asking for a response to one of these questions:
   - What did you notice in the story?
   - How did the story make you feel?
   - What does this story remind you of in your own life?

What does the story remind you of in your own life

5. Students may take the option of saying "I pass."

6. After going around the circle one time, again hand the book from student to student. Students who "passed" on their first opportunity often have a response now. Responses actually are more thoughtful the second time around.

7. These questions can be answered with pictures or written words on the STORY RESPONSE handout (tab 6/page 32).

BEGINNER STORIES - 1

Using BEGINNER STORIES

The BEGINNER STORIES are written to focus on phonics skills of word families and to provide reading practice of basic sight words. Each story is written about a KID TOWN business. The stories encourage children to visit a store or to give information about that store. The word families or phonograms cover both short and long vowels. Phonics generalizations are often learned more easily when presented as word families. Students develop the ability to substitute initial sounds to the word base to make new words. Not all students will be able to do this process yet, but they will still benefit from many of the other emergent literacy tasks involved in reading text.

Making BIG BOOKS

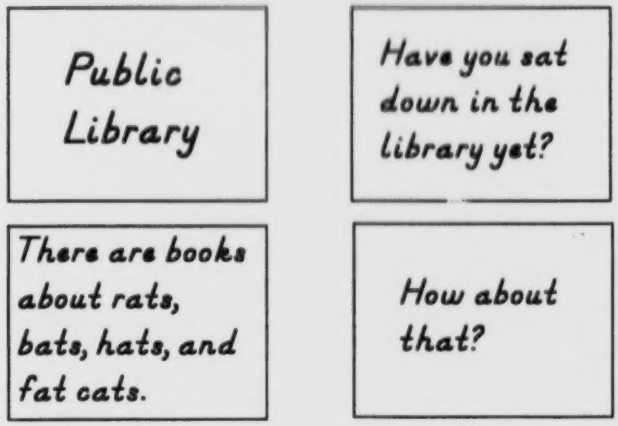
Here are two options to consider while creating classroom KID TOWN **BIG BOOKS** for the whole class to share as reading activities:

Option 1: Make each story a separate "book."

1. Using full sheets of 12"x18" paper (or larger), make each of the 10 BEGINNER STORIES on tab 6/pages 34-43 into a separate "book."

2. **Use a wide marker in a dark color** as you print the words. *Be sure you leave adequate space between the words and between the lines of print. Write one sentence on each page.*

Illustrate each page with its BIG BOOK illustration.



BEGINNER STORIES - 2

3. Illustrate each "book" with its BIG BOOK illustration. The ten books' illustrations are found on tab 6/pages 44-53. Simply copy the drawings, trim them, and either you, a parent, or a student should color them appropriately. Finally, glue the illustrations on the 10 title pages. Add page numbers.

4. Use rings, staples, yarn, or spiral binding to hold together the BIG BOOK's pages.

5. You may decide to laminate each "book." Realize, however, the glare from lamination sometimes makes it more difficult to read.

Option 2: Make the 10 stories be chapters in one BIG BOOK.

1. Use a chart pad to make one big book with "chapters." Each story becomes a one-page "chapter" in the classroom's KID TOWN BIG BOOK.

2. To illustrate each chapter page, print its words on a chart pad sheet, and follow the illustration and printing directions (#2-#5) given for option 1.

Making and using SMALL BOOKS

1. After students have experienced your teacher-directed reading of each BIG BOOK BEGINNER STORY, they should receive the appropriate BEGINNER STORY handout that replicates the words and illustrations in the classroom BIG BOOK.

2. Have each student color the illustration and place the story in a personal **SMALL BOOK** called MY BEGINNER STORIES. (The TEN BEGINNER STORIES—words plus illustrations—are on tab 6/pages 34-53. The cover for their SMALL BOOK is on tab 6/page 33.)

Teaching Tip →

Students should follow your suggestions regarding coloring and illustrating the MY BEGINNER STORIES cover sheet on tab 6/page 33. (Of course, you may wish to work with students to create original cover sheets.) In either case encourage students to place their school picture on the cover.

BEGINNER STORIES - 3

3. During the simulation as students place one story after another into their SMALL BOOKS, encourage them to read all these BEGINNER STORIES to one another.
   a. Consider assigning "Reading Buddies Partners." Pair students as reading partners, often students with varying abilities. They can enjoy doing "buddy reading" with these BEGINNER STORIES.
   b. A better reader can really help a beginning reader to practice these stories in their SMALL BOOKS.
   c. Your young students might even be able to reteach the specific teaching points you made while reading/presenting these 10 stories in the classroom BIG BOOK!
   d. Students can also take home their SMALL BOOKS and show their parents how they are learning to read while in KID TOWN.
   e. Consider having the children audio tape or video tape one another reading different BEGINNER STORIES.
   f. Students will really enjoy reading one or more of these 10 stories to a parent during the Town Meeting event.

Teaching Tip →

Suggest that one student in a group or pair adopt your personality and then role play you the way you stood in front of them and "taught" the story for the first time. Everyone in the room will likely enjoy such playfulness.

Float around the classroom after you have asked students to practice reading the BEGINNER STORIES to one another.

As they read, focus on what seems easy and what seems difficult for them. Give guidance as needed and also point out how they can help one another read more accurately and more expressively.

BEGINNER STORIES - 4

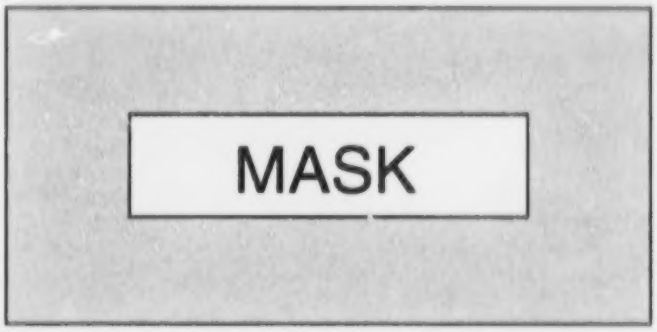
Using big books with shared reading strategies

Here are several important points to remember as you use the BEGINNER STORIES.

Teaching tip →

Students enjoy anticipating and predicting moments such as in #1 and #2.

1. Look at the picture that goes with the story. Discuss what the story might be about.
2. Read the title of the story. Discuss with the children what they know about that store in their classroom town.
3. Read the entire story. Allow the students to listen and join in as they are comfortable.
4. Discuss the story's contents.
5. Ask the children to "echo read" after you read. *Do one sentence at a time.*
6. Have children read chorally.
7. Call attention to the first word in the story that belongs to the word family being studied. Use a masking device to isolate the word. A masking device is simply a piece of oaktag or posterboard with a hole cut out so only one word is visible. Measure your hole to match the big book print.



8. Ask the children if they heard any other words that rhymed with that word.
9. List the words in a vertical column on a paper or board near the big book.

Example of #9

sat
rats
bats
hats

BEGINNER STORIES - 5

Teaching tip →

The BEGINNER STORIES are taught in the order of the vowels:

ă ā
ĕ ē
ĭ ī
ŏ ō
ŭ ū

Specific teaching points

Public Library -at words

- How do the sentences end? (**question mark, period, exclamation point**)
- Why are they different?
- Do all of the **-at** words end the same? Why don't they? (**plurals**)
- What books would you like to read at the library?

Fishing Pond -ake words

- What other kinds of licenses are there?
- What sound does the **a** in **-ake** make? (**long a** because of **silent e**)
- Can you find any other words that end in **e**?
- Do they follow the long vowel rule? (**pole** follows the rule; **have** breaks the rule)

*Note: You may wish to write another story about the movie theater in which you emphasize the ee **long e sound**. Why? Because the ea **long e sound** has exceptions when it does not have the **long e sound**, while the ee **long e sound** is always a **long e sound**.*

Post Office -et words

- To whom else might you write a letter?
- What would you say?
- What does the **n't** mean in the word **haven't**? (contraction for the word **not**)
- Are there any other **short e** words in this story? (**else, letter, tell, when**)

Movie Theater -eat words

- What time of the year do you need to "beat the heat"? (**summer**)
- How is the word **to** spelled? (**to, too**)
- Are there other ways to spell it? (**two**)
- What vowel sound do you hear in the **eat** words? (**long e**)
- How does it do that when there is no **silent e** at the end like we learned with the **-ake** words? (**two vowels in the middle**)

Recycling Center -id words

- Do you recycle at home? How?
- What will you or did you make at the center?
- What other words belong in the **-id** family? (**Kids, lids, Did**)
- Use any of the **-id** words in a sentence.
- What is the comma used for? (**a list of items in a series**)

BEGINNER STORIES - 6

Teaching Tip →

These teaching points with the BEGINNER STORIES are designed to cover the following:
*- **phonics***
*- **comprehension***
*- **conventions of print***
*- **vocabulary.***

Art Studio — -ide words

- How did the **-id** from yesterday change in today's words? (**silent e** makes **long i**)
- Find all the words that begin with **w**.
- How can they be put into two groups? (**work**, **wide**, **with** begin with a **w**; **what** and **when** begin with **wh**)
- Of what are you most proud?

Telephone Dispatch Office — -ot words

- What is the longest word in this story? (**telephone**)
- How many letters? (**nine**)
- What are some other **-ot** words? (**cot**, **hot**, **pot**, **rot**)
- Use them in sentences.
- What are some of the SITUATION CARDS you have read at the Telephone Dispatch Office? *(Have some available to read to the students.)*

Grocery Store — -old words

- Answer the last question in this story.
- List all the words that have **-old** in them? (**told**, **cold**, **hold**, **sold**)
- List any other **-old words**. (**gold, fold**)
- Use them in sentences.

Pizza Parlor — -ust words

- What kind of pizza do you like best?
- The **-ust words** end in **-st.** What other words can you think of that end with **-st**?
- How many words in this story are names for people? (**three: server, cook, customers**)
- What are other words for these people? (**waiter, waitress, chef, baker, buyers, eaters**)

Pet Shop — -ube words

- Answer the questions in the story.
- The **-ube words** have a **long u** sound with a **silent e**.
- What other words have a **long vowel** sound with a **silent e** in this story? (**store, made**, **shape**, **use, make**)
- How many **two-letter** words can you find? (**9**) **three-letter** words? (**11**)

BEGINNER STORIES WORD FAMILIES - 1

Library

-at words included:
sat
rats
bats
hats
fat
cats
that

other words:
flat
chat
brat
scat
mat

Teaching Tip →

Have students create new sentences using the "other words" lists.

Here is a challenge they will enjoy: How many rhyming words can you place in a sentence—and still have the sentence make sense?

Fishing Pond

-ake words included:
lake
take
make
shake
fake
bake

other words:
cake
snake
wake

Post Office

-et words included:
vet
pet
wet
bet
yet

other words:
set
jet
get

BEGINNER STORIES WORD FAMILIES - 2

Movie Theater

-eat words included:
beat
heat
seat
neat
treat

other words:
cheat
meat

Teaching tip

List short vowel patterns as consonant … vowel … consonant …

c	v	c
h	i	d

Recycling Center

-id words included:
rid
kids
lids
did

other words:
bid
hid
skid
slid

… and long vowel patterns:

c	v	c	e
h	i	d	e

Art Studio

-ide words included:
wide
ride
hide
pride

other words:
bride
side
slide
tide

BEGINNER STORIES WORD FAMILIES - 3

Telephone Dispatch Office

-ot words included:
got
jot
lot
not
dot

other words:
cot
tot
shot
pot
hot

Teaching tip →

See tab 6/pages 15-16 on how to teach the word family patterns.

Also study tab 6/page 23 for a hands-on way to understand how words change.

Grocery Store

-old words included:
told
cold
sold
hold

other words:
mold
gold
fold

Pizza Parlor

-ust words included:
just
must
crust

other words:
dust
rust
trust

Pet Store

-ube words included:
tube
cube

SKILL ACTIVITIES - 1

Using the SKILL ACTIVITIES

The skill activities included in this section are to help students practice and learn the word families, sight words, and special vocabulary included in the Beginner Stories. Learning to read using phonics is the focus of the word families. The high frequency sight words and special vocabulary focus on the visual aspect of reading.

It is important to remember that beginning readers often read words in the familiar context of a story but do not yet know those words out of context. Your role becomes one of facilitating this automatic recall of basic words to be used in any reading situation.

Using the game board

Use the KID TOWN GAME BOARD to practice basic vocabulary.

1. Color and laminate the game board before using it.

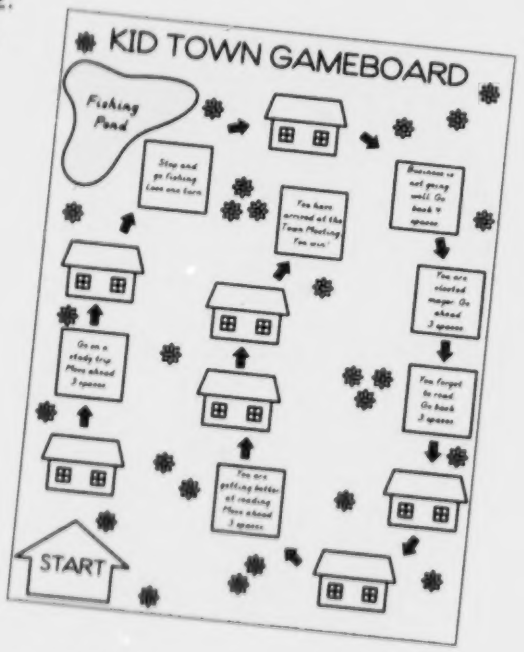
Teaching Tip

If you cut one corner at an angle, the cards are easier to straighten up after play.

2. Make a set of flashcards using the sight words listed on tab 6/page 22. Put one word on each 3"x5" file card.

3. Students take turns reading a word from the pile.

4. If they are correct, they move ahead on the game board. To move tokens the children may roll a die or you can write a number on the back of the flash card to indicate how many spaces to move.

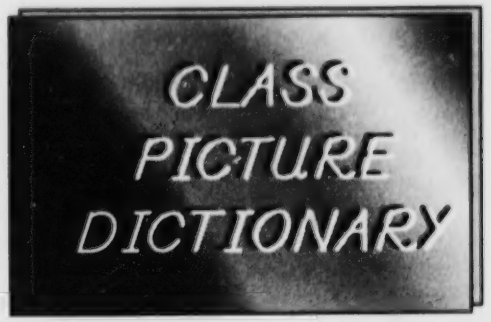


Using a picture dictionary

Teaching Tip →

This picture dictionary can be a useful source for students' journal writing.

Compile the special vocabulary words (tab 6/page 22) and student-generated vocabulary into an individual or a class picture dictionary.



1. Begin with single sheets with a letter labeled at the top of each sheet.
2. Instruct students to look around their town in order to think about words that begin with that letter.
3. Write the words on scrap paper. Put the words in a vertical list or pocket chart.
4. Talk about how the words all begin the same. Then ask, "Which word should go first on that page in the book?"
5. Call attention to the second letter in each word. Point out that those letters are different.
6. Alphabetize words by second or third letter as necessary. Write words on dictionary pages in alphabetical order.
7. Assign the students to illustrate the words that can be easily illustrated.
8. Make a title page by eliciting appropriate titles from students.
9. Bind the completed book with yarn, spiral binding, or rings.

SKILL ACTIVITIES - 3

Sight Words Used

Teaching Tip

Many sight words are learned through writing and repeating ...

*"**y-o-u** spells **you** ... "*

*"**t-h-e** spells **the** ... "*

and so on ...

a	have	there
about	him	they
are	how	to
at	if	too
be	in	want
can	is	we
did	it	what
do	made	when
don't	make	will
down	or	with
for	out	would
get	see	you
got	so	your
had	the	

Special Vocabulary

art studio	library	recycle center
books	license	server
classmate	mail	shape
cook	messages	someone
customers	movie theater	telephone dispatch
cylinder	office	thick
dinner	paint	thin
draw	pet shop	things
fishing pond	picture	toilet paper
food	post office	water
grocery store	pretend	work
letter	proud	write

Word family flips

This activity will reinforce in a concrete way what makes a word family.

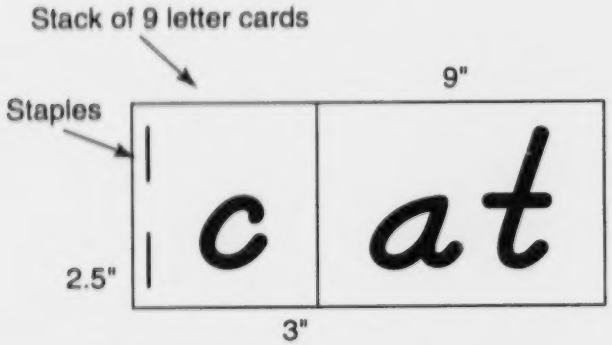
Each child will need his/her own set of cards for the first **phonogram**. After they understand the concept, other activities will be adequate for learning the next word families. Some students, however, may need this concrete activity for each word family.

Making the flip

1. For the word family base, use light colored construction paper. Cut 2 and 1/2"x9" strips—one for each student.
2. For initial consonant substitution, cut 2 and1/2"x3" paper pieces—nine for each student for the **-at words**.
3. Print, with dark-colored marker, the initial consonants—p, h, f, s, c, r, b, m, th—on each small piece of paper.
4. Print the word family base (**-at**) on the right-hand side of the large strip of paper.
5. Stack the nine smaller pieces of paper together.
6. Staple the stack to the left-hand side of the large strip.
7. Have students flip through and read the new words.

Teaching tip →

You make the first set for your students. After they see your modeling of letter size, they can make their own.



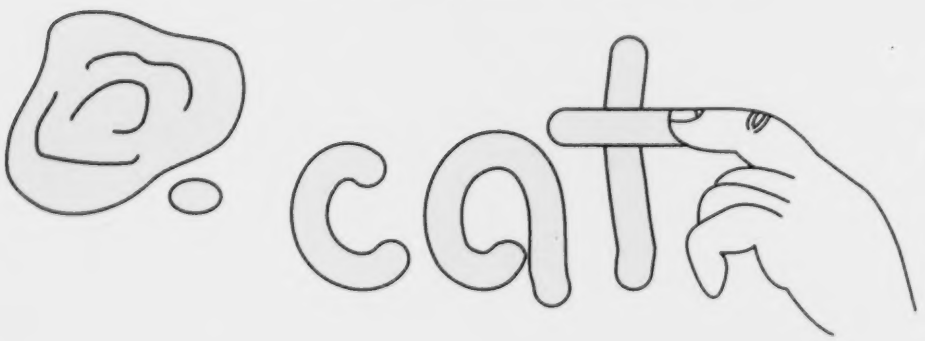
More practice

Teaching Tip →

Kinesthetic learning works when you have students spell the words and read them over and over.

By using different media, students can receive more practice in writing and reading these basic words.

- Paint the words with tempera paint or fingerpaint.
- Write the words with crayon on a piece of light-colored construction paper. For each word, go over it several times to make it very dark. Paint over the crayon word with watered-down tempera paint to create a crayon resist.
- Write the words on the large chalkboard or whiteboard in the classroom.
- Provide small chalkboards or small pieces of whiteboard on which to practice writing.
- Magnet letters can be used to make the words. Use file cabinet sides or cookie sheets to provide plenty of work space. Old cookie sheets can be covered with a solid color of contact paper and the magnets will still work.
- Trace the words in salt, used dried coffee grounds, or cornmeal.
- Use shaving cream on top of desks or tables to write the words. Cleanup works well as the table tops just need to be wiped down with a cloth.
- Drop a few spoonfuls of pudding on fingerpaint paper. This "paint" makes a tasty treat for practicing words.



SKILL ACTIVITIES - 6

Sustained silent reading

Teaching Tip →

Young children will learn what we teach them. If we take the time to show them what silent reading is and how pleasurable it can be, they will learn very early to appreciate the satisfaction to be gained by reading.

Of course, during the silent reading moments in your class, you should be reading silently, too!

Daily set aside between five to 15 minutes for children to read self-selected books, magazines, and other print. Beginning readers are often not "silent," but *clearly communicate and insist that students respect your expectation for quiet, private reading.* Have students follow their private reading by sharing with classmates their reactions to their reading.

Directions for modeling silent reading behavior:

1. Use a BIG BOOK text that the students have memorized.
2. Have students focus on the print and read chorally.
3. Encourage them to read softer, softer, and yet softer. Point to the words and keep repeating the same passage.
4. Eventually point to the text while moving your only lips. Ask your students if they can do that.
5. Talk about how this is known as **silent reading**. Tell them that it can all be done in your head without even moving your lips.
6. Practice with the same text.
7. Praise students for growing up so quickly and being able to read silently.
8. Make posters or "sayings" such as the A+ one on the right. Then post them and call students' attention to what the posters say and mean. Some of your students may even like to make such reading posters in order to earn money bonuses within the simulation.
9. Periodic reviews and reminders of this experience will help a majority of the class to read in a quieter way.

JOURNAL WRITING - 1

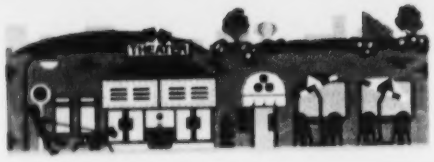
Writing journals in KID TOWN

Why journals? Helping your students learn the satisfaction found in keeping a journal can be a wonderful KID TOWN experience. Journal writing encourages writing fluently and expressing personal thoughts and feelings. Some students will primarily draw pictures as their form of writing. Encourage them to add some inventive spelling to tell a message. The teacher, or a parent helper or older student tutor may need to be available to write down some words as students dictate to them.

Daily writing Allow time each day for students to write in their journals. Daily writing enhances the development of reading skills. *Note that students practice **phonics** while they write.* Children are also practicing reading as they reread their own writing. Often students will rush to get a book that has the word in it that they need. Encourage children to use the KID TOWN environment to help with their spelling. Encourage independence in writing by asking questions such as "Where could you find out how to spell the word **telephone**?"

Authentic assessment Journals can become an authentic assessment tool. The development of written language skills can be readily seen as you look through a student's journal kept over time. Be sure to have your students date their entries either by using a date stamp or by copying the date from the white board. You may want to have your students select some of their better journal entries to include in their writing portfolios.

"Did you know there are at least five types of journals? Can you guess how many different kinds of journals I wrote?"



JOURNAL WRITING - 2

Organizing journal writing

Materials

- Writing paper
- Construction paper or tag board for covers
- Pencils and crayons or markers

Directions for journal writing Staple several sheets of paper together for a simple journal. Use lined or unlined paper as desired. The students may make their own covers out of construction paper or tag board or you may choose to use the MY WRITING JOURNAL sheet (tab 6/page 54) as a cover.

Writing journals in what format? Below are alternative ways for your students to write journals. You could try out several, depending upon your students' interests and abilities.

Daily Journal Students write about their day at home or at school. No topic is assigned. Children are encouraged to ***"Think about ideas"*** as they write in their journals every day.

Kid Town Journal or **Job Journal** Students are encouraged to write in this type of journal as their school day is ending. They can write about what they did that day during the simulation. This journal could coincide with the simulation's JOB APPLICATION sheets on tab 1/page 20. Students can write reactions to the jobs they have held.

Literature Journal The students respond in writing to a literature selection, story event, or character. Assign this type of journal immediately following the reading of a literature selection. This type of journal can be a series of STORY RESPONSE SHEETS. You should teach the oral literature lessons for story maps, guided retelling, or sharing responses to stories (tab 6/pages 8-10) before assigning this type of journal.

Study Trip Journal In coordination with a series of field trips, have the students write or draw in their journals about what they have learned. Before, during, and after the trip, review observations through the five senses (see study sheet on tab 4/page 8). The structure of describing what they saw, heard, touched, tasted, and smelled can result in vivid writing. If more than one trip is planned, students can compare and contrast differences and similarities between the experiences.

Teaching tip →

*You might like to **lightly** emphasize certain skills while teaching journal writing. (Don't make the skills **heavy** burdens.)*
Two examples of skills:
*1-using correct **spelling**;*
*2-using **adjectives** to "make pictures" in readers' minds.*

*You might start with the **Dialogue Journal** on the next page to model practicing such skills while writing a journal.*

JOURNAL WRITING - 3

Writing a Dialogue Journal

This journal has powerful potential. Students participate in a written dialogue with you, their teacher. Here are suggestions and comments:

1. You write and place a letter in a student's journal. It contains **a question prompt**. Then your student responds to your letter by writing a journal entry.

2. This ongoing dialogue journal in KID TOWN centers around a student's reactions and performances during the simulation.

Teaching Tip →

Of course, sometimes you will be too busy to write separate prompts for each student. However, never forget how you feel whenever you open the mailbox and discover ***"a letter for me!"***

3. If you choose to use this type of journal, you may not be able to do it every day. Once you become comfortable with having students write dialogue journals, you can complete a set of 25 journal letter prompts in about 35 minutes.

4. The dialogue journal helps students practice reading words in context. Even beginning readers can help each other read one another's journals. Students also transfer what they are learning about using context to decode clues in the DAILY MESSAGES.

5. Students will likely model correct spelling because of your responses. Above all, they can become highly motivated because of the personal nature of their conversation with you.

7. Sample dialogue journal prompt questions are provided on the next page. I encourage you, however, to create your own prompt questions for each student. *They will love the personal contact.*

8. Create and duplicate a letter handout form upon which you can print special dialogue journal prompts for each student.

Sample Letter Handout

May 22, 1997

Dear _____,

What is your favorite thing to do in **Kid Town**? Why?

Love,

Mrs. Anderson

JOURNAL WRITING - 4

Dialogue Journal Prompt Questions

Teaching Tip

***Remember**: The questions on this page are only **suggestions**. Write your own questions to individual students—questions you sense that students will find stimulating because of who they are and what has been happening to them in KID TOWN.*

Assistants, parent volunteers, and high school tutors can also help write Dialogue Journal prompts.

General questions about KID TOWN:

- Who do you think should be mayor? Why?
- What did you tell your family about KID TOWN so far?
- What do you think we need to do so that KID TOWN will be a better town? Why?
- How are the people treating you when you are a customer?
- Do you think we need rules for our town? Why or Why not?
- Who in your family would like to come to our town? What would they do while they were here?
- How is this town like the one we all live in? How is it different?

Specific questions about students and work:

- Were there any emergencies reported at the **Telephone Dispatch Office** today? Tell me about them.
- Did the **Pizza Parlor** make money today? How much? Who ate there?
- What was playing at the **Movie Theater** today? Tell me about the movie.
- How much money do you have in **BIG BUCKS**? Will you earn more today or spend more today? Why?
- Do you have **real money at home**? How do you get it? Do you want to spend it or save it? Why?

CHILDREN'S LITERATURE BIBLIOGRAPHY - 1

the windows BOOKS *of the soul*

100 Words about Working by Gulliver, HBJ, New York, 1988.

A Job for Wittilda by Caralyn and Mark Buehner, Dial Books for Young Readers, New York, 1993.

A Walk Past Ellen's House by Syd Hoff, McGraw-Hill Book Company, New York, 1973.

Arthur Meets the President by Mark Brown, Trumpet Books, New York, 1991.

Arthur's Honey Bear by Lillian Hoban, Harper Collins, New York, 1974.

As the Crow Flies—A First Book of Maps by Gail Hartman, Bradbury Press, New York, 1991.

At Work by Richard Scarry, Golden Press, New York, 1976.

Barney Bear's Pizza Shop by Larry DiFiori, Merrigold Press, New York, 1989.

Berenstain Bears on the Job by Jan and Stan Berenstain, Random House, New York, 1987

Building by Shelagh McGee, Barron's Educational Series, Inc., New York, 1988.

Clifford and the Grouchy Neighbors by Norman Bridwell, Scholastic Inc., New York, 1985.

Clifford Gets a Job by Norman Bridwell, Scholastic, New York.

Clifford's Good Deeds by Norman Bridwell, Scholastic Inc., New York, 1985.

Clifford, The Firehouse Dog by Norman Bridwell, Scholastic Inc., New York, 1994.

Curious George and the Pizza by H.A. Rey, Houghton Mifflin Company, New York, 1985.

Curious George at the Fire Station by H.A. Rey, Scholastic, New York, 1985

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Curious George Takes a Job by H.A. Rey, Scholastic Inc., New York, 1947

Dear Mr. Blueberry by Simon James, Macmillan Publishing Company, New York, 1991.

Discovery Readers: The Whole World in Your Hands—Looking at Maps by Melvin and Gilda Berger, Ideals Publishing Corporation, 1993.

Don't Forget the Bacon by Pat Hutchins, Greenwillow Books, New York, 1976.

Each Orange Had 8 Slices: A Counting Book by Giganti, Greenwillow Books, New York, 1992.

Eating Fractions by McMillan, Scholastic, New York, 1991.

Facts About: Cities by Bailey, Steck-Vaughn, New York, 1989.

Fire Engines by Anne Rockwell, Trumpet Books, New York, 1986.

Fire! Fire! by Gail Gibbons, Scholastic Inc., New York, 1984.

Gogo's Pay Day by Anne Rockwell, Doubleday and Company, Inc., New York, 1978.

Great Places to Visit: Airports, by Rourke, 1992.

Great Places to Visit: Police Stations by Rourke, 1992

Great Places to Visit: Fire Stations by Rourke, 1992.

Harriet Reads Signs and More Signs by Belsy and Giulio Maestro, Crown Publishers, New York, 1981.

How Georgina Drove the Car Very Carefully from Boston to New York by Lucy Bate, Crown Publishers, Inc., New York, 1989.

I'll Bet You Thought I Was Lost by Shirley Parenteau, Lothrop, Lee and Shepard Books, New York, 1981.

If You Made a Million by David Schwartz, Lothrop, New York, 1989.

Let's Take a Walk in the City by O'Conner, Childs World, New York, 1986.

CHILDREN'S LITERATURE BIBLIOGRAPHY - 2

the windows BOOKS *of the soul*

Little Kids in the Neighborhood by Jeffie Ross Gorden, Modern Publishing, New York, 1989.

Milk from Cow to Carton by Aliki, Harper Collins, New York, 1992.

Mr. Cookie Baker by Monica Wellington, Dutton Children's Books, New York, 1992.

Mr. Grigg's Work by Cynthia Rylant, Orchard Books, 1989.

Mr. Pine's Mixed-up Signs by Leonard Kessler, Wonder Books, New York, 1961.

New True Books: Policemen by Broekel, Children's Press, New York, 1981.

New True Books: Firefighters by Broekel, Children's Press, New York, 1981.

On Market Street by Arnold Lobel, Greenwillow Books, New York, 1981.

Paddington Goes Shopping by Michael Bond, Harper Collins, New York, 1972.

Patty for President by Jean Davis Callaghan, Modern Publishing, New York, 1993.

Pizza Party! by Maccarone, Scholastic, New York, 1994.

Raffi Songs to Read: Wheels on the Bus by Raffi, Crown Publishing, New York, 1988.

Roller Skates! by Calmenson, Scholastic, New York, 1992.

Roxaboxen by Alice McLerran, Scholastic, New York, 1991.

Something Queer at the Library by Elizabeth Levy, Delacorte Press, New York, 1977.

Start to Finish Books: From Picture to Picture Book by Mitgutsch, Carolrhoda Books, New York, 1988.

Start to Finish Books: From Idea to Toy by Mitgutsch, Carolrhoda Books, New York, 1988.

The Doorbell Rang by Pat Hutchins, Greenwillow Books, New York, 1986.

The Important Book by Margaret Wise Brown

The Listening Walk by Paul Showers, Harper Collins, New York, 1991.

The Post Office Book—Mail and How it Moves by Gail Gibbons, The Trumpet Club, New York, 1982.

The Trek by Ann Jonas, Greenwillow Books, New York, 1985.

Toad on the Road by Susan Schade and Jon Butler, Random House, New York, 1992.

Tommy at the Grocery Store by Bill Grossman, Harper Collins, New York, 1992.

What's Inside Great Inventions by Dorling Kindersley, Inc., New York, 1993.

When I Grow Up: Oh the Things I Can Be! by Michael Berenstain, Western, New York, 1992.

Where Does the Garbage Go? by Paul Showers, Harper Collins, New York, 1994.

Who Wants Arthur? by Amanda Graham, Gareth Stevens Publishing, Milwaukee, 1984.

Woody Be Good: A first book of Manners by Lundell, Grosset and Dunlap, New York, 1988.

Young Explorers: A Trip to Mini Town by JoAnne Nelson, Modern Curriculum Press, Cleveland, 1990.

Young Explorers: Sneaker Factory by JoAnne Nelson, Modern Curriculum Press, Cleveland, 1990.

Young Explorers: Don't Throw It Away by JoAnne Nelson, Modern Curriculum Press, Cleveland, 1990.

Story Response

Reader's name: _____

Date: _____

Name of story: _____

What did you notice in this story? _____

_____

_____

How did this story make you feel? _____

_____

_____

_____

What does this story remind you of in your own life? _____

_____

_____

_____

_____

My Beginner Stories

_____ can read these stories.

Public Library

Have you sat down in the library yet? There are books about rats, bats, hats, and fat cats.

How about that!

Fishing Pond

Did you get a license? If you did, you can fish in the lake. Take your pole and make it go into the water. Shake it a bit. Soon you will have a fake fish to bake for dinner.

Post Office

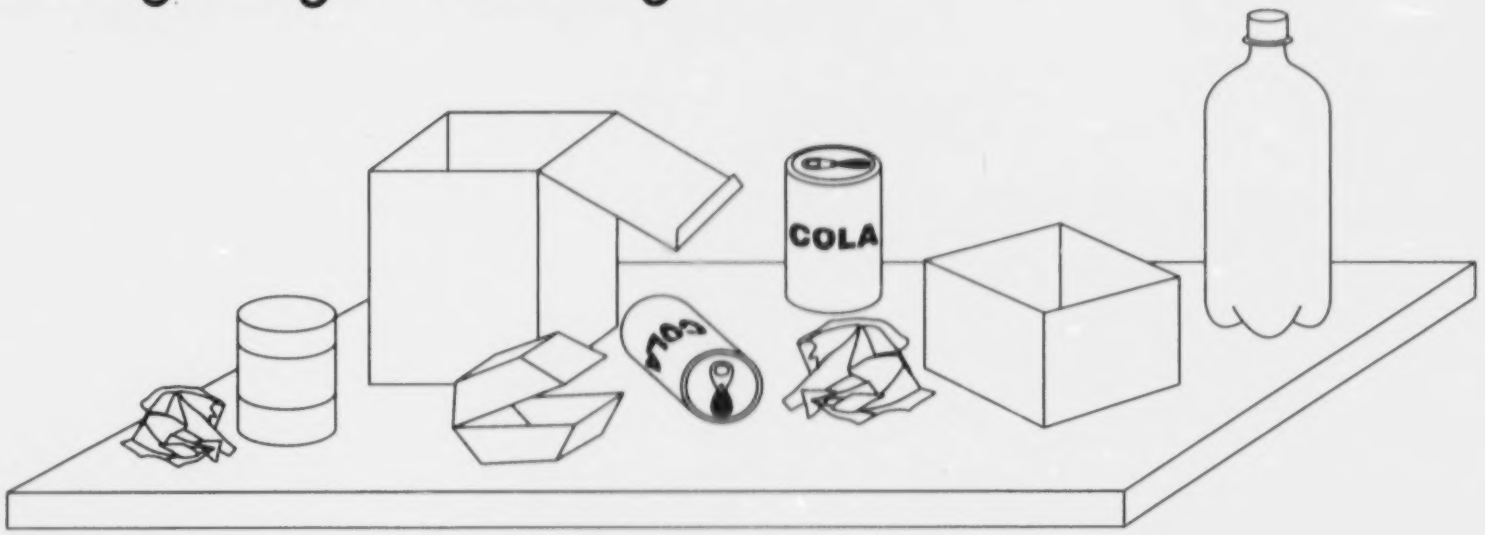
You can write a letter to a classmate or to someone else. You can mail a letter to your vet. Tell the vet your pet dog got sick when he got wet. I bet you haven't done that yet!

Movie Theater

Do you want to beat the heat? If so, take a seat in the movie theater. There are neat movies to see. You can get a pretend treat, too. Why not eat popcorn while at the movie theater?

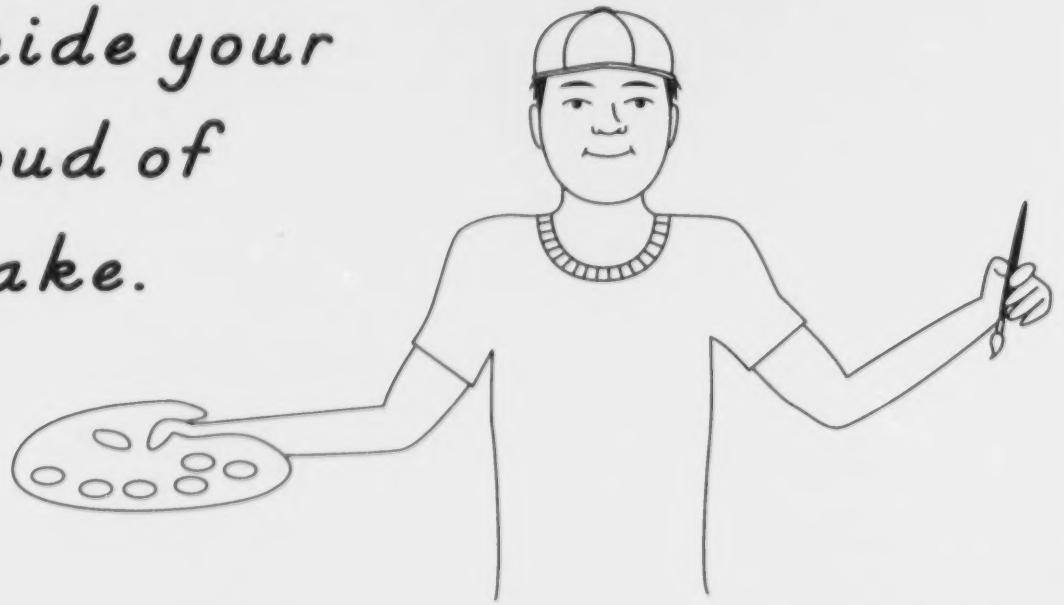
Recycling Center

We can get rid of lots of things at the recycling center. Kids can make things out of old boxes, cans, and lids. Did you go there yet?



Art Studio

When you work at the art studio, you can paint with a wide brush. You can also paint a picture of you on a bike ride. Don't hide your pride. Be proud of what you make.

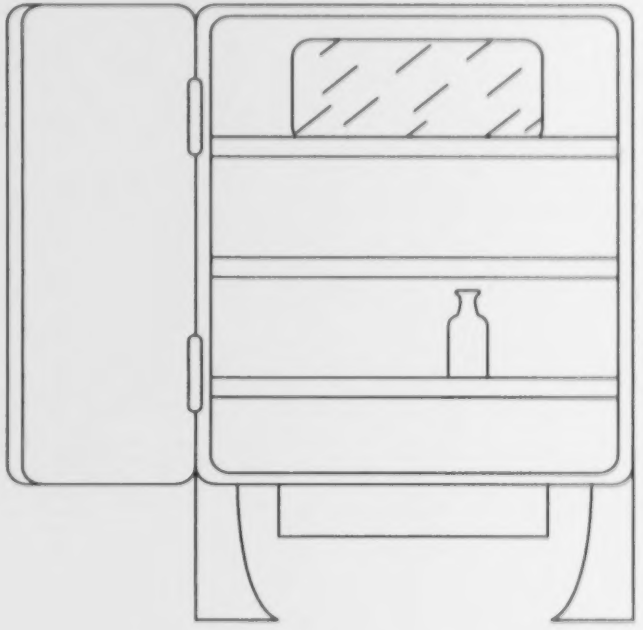


Telephone Dispatch Office

When you work at the telephone dispatch office, you have got to jot down a lot of word messages. If there are not a lot of calls, you can color a dot-to-dot picture.

Grocery Store

Have you ever been told how they used to keep food cold? The grocer sold you food. You put it into a wooden box. The box would hold a block of ice. It was called an ice box. Today where do we keep food cold?



Pizza Parlor

It is fun to work in the pizza parlor. You just pretend to be a server or a cook. You must ask customers what kind of crust they want... thick or thin.

Pet Shop

It is fun to go to the Pet Shop store. You can get a pet made from a toilet paper tube. A tube is called a cylinder. Do you know which shape a cube is? What other shapes can you use to make things?

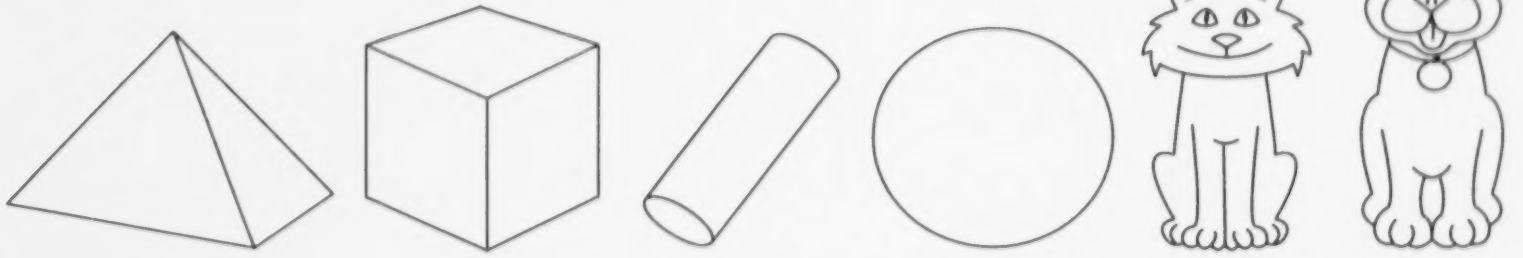


ILLUSTRATION FOR THE PUBLIC LIBRARY BIG BOOK

ILLUSTRATION FOR THE FISHING POND BIG BOOK

ILLUSTRATION FOR THE POST OFFICE BIG BOOK

ILLUSTRATION FOR THE MOVIE THEATER BIG BOOK

ILLUSTRATION FOR THE RECYCLING CENTER BIG BOOK

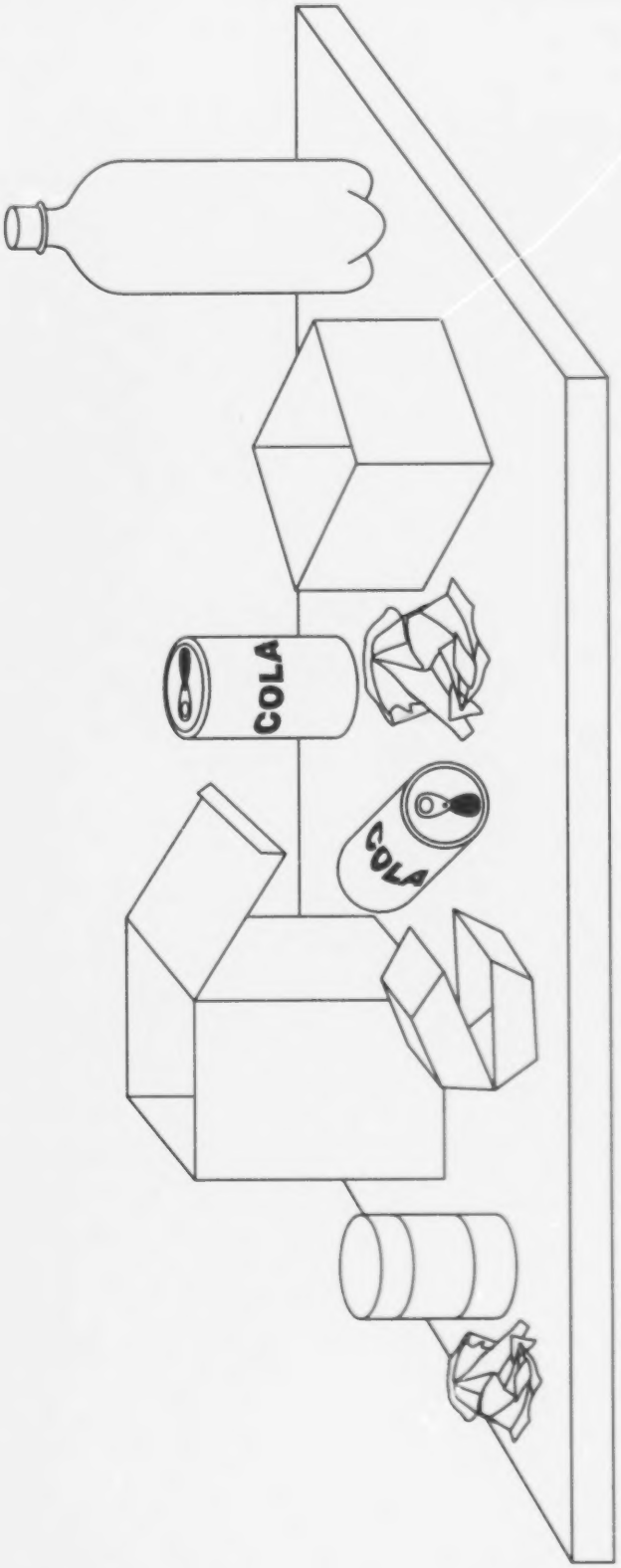


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ILLUSTRATION FOR THE ART STUDIO BIG BOOK

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163

ILLUSTRATION FOR THE TELEPHONE DISPATCH BIG BOOK

ILLUSTRATION FOR THE GROCERY STORE BIG BOOK

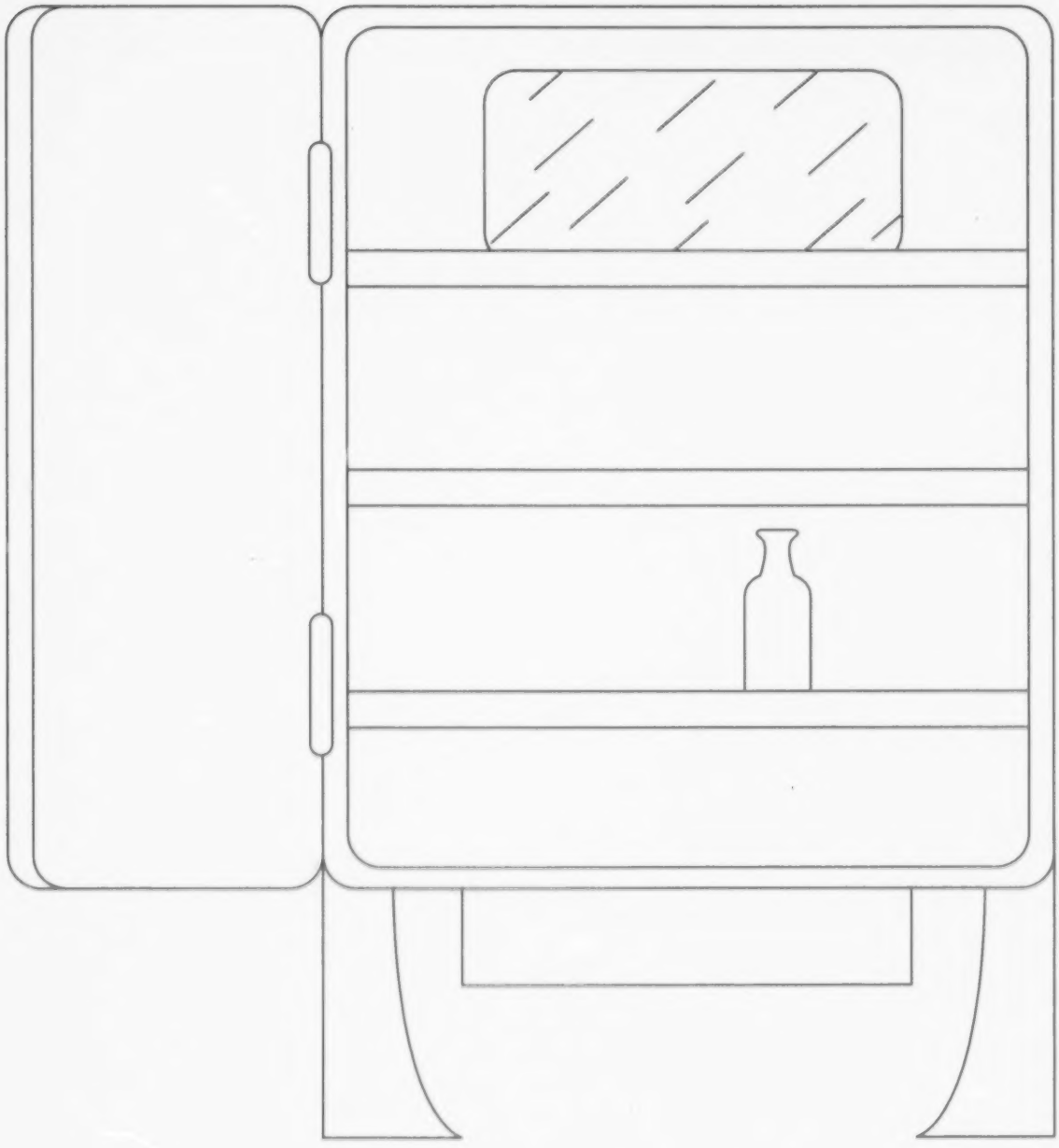


ILLUSTRATION FOR THE PIZZA PARLOR BIG BOOK

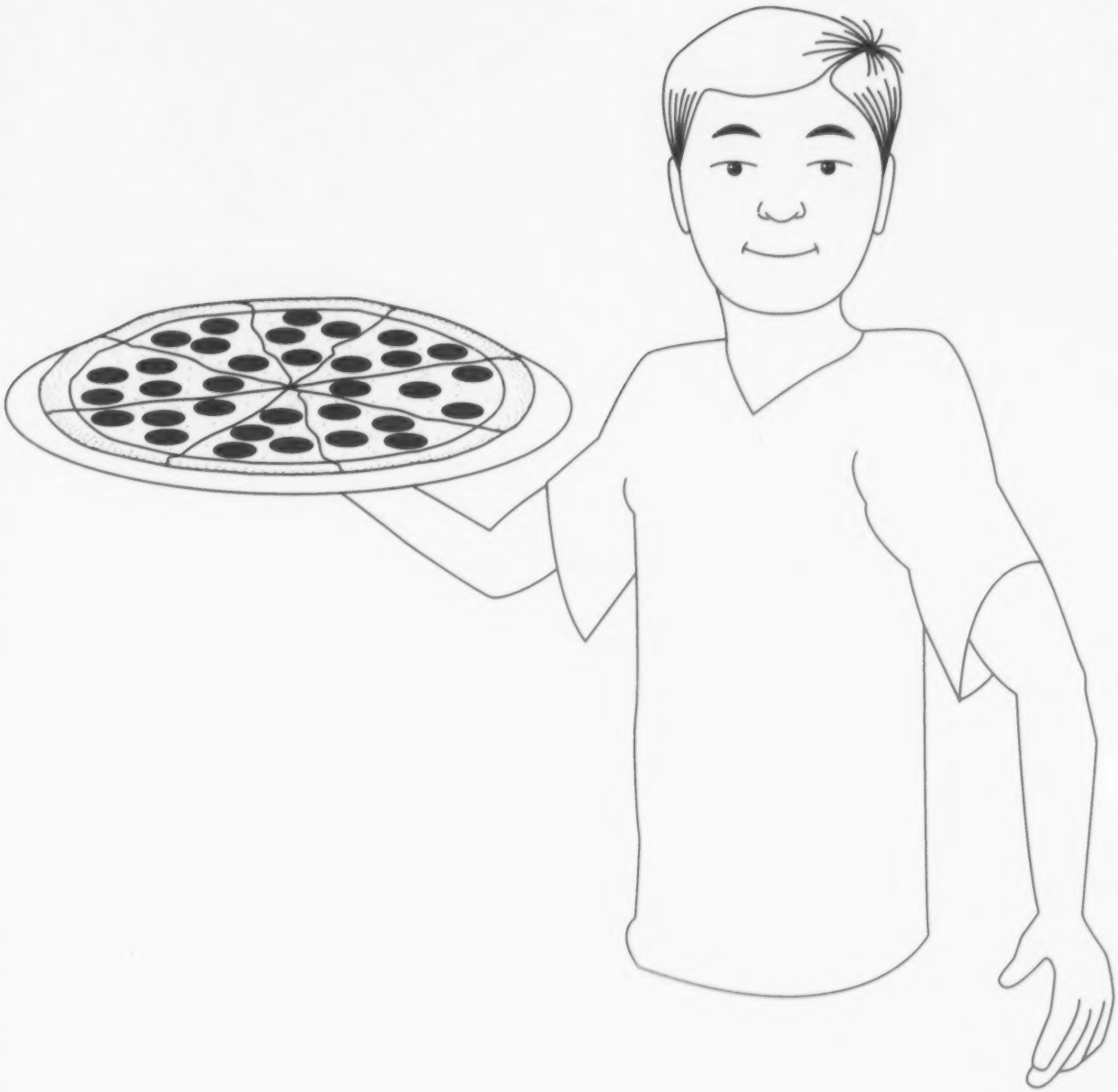
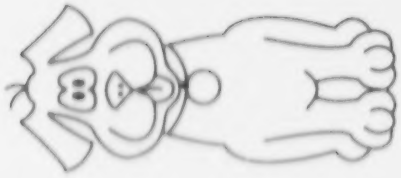
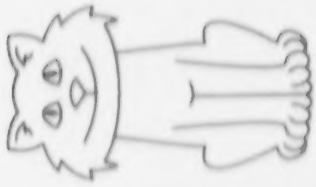
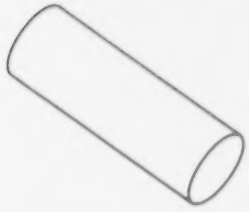
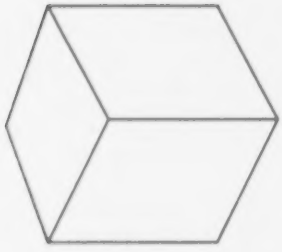


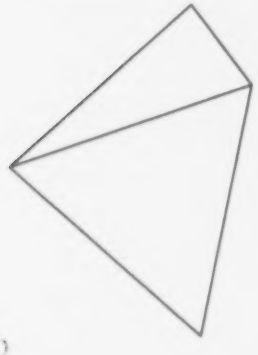
ILLUSTRATION FOR THE PET SHOP BIG BOOK





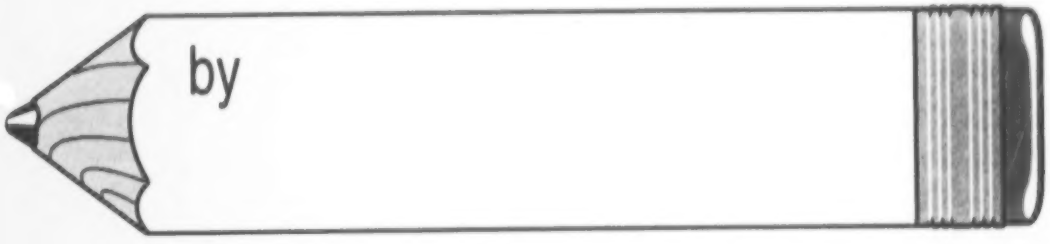


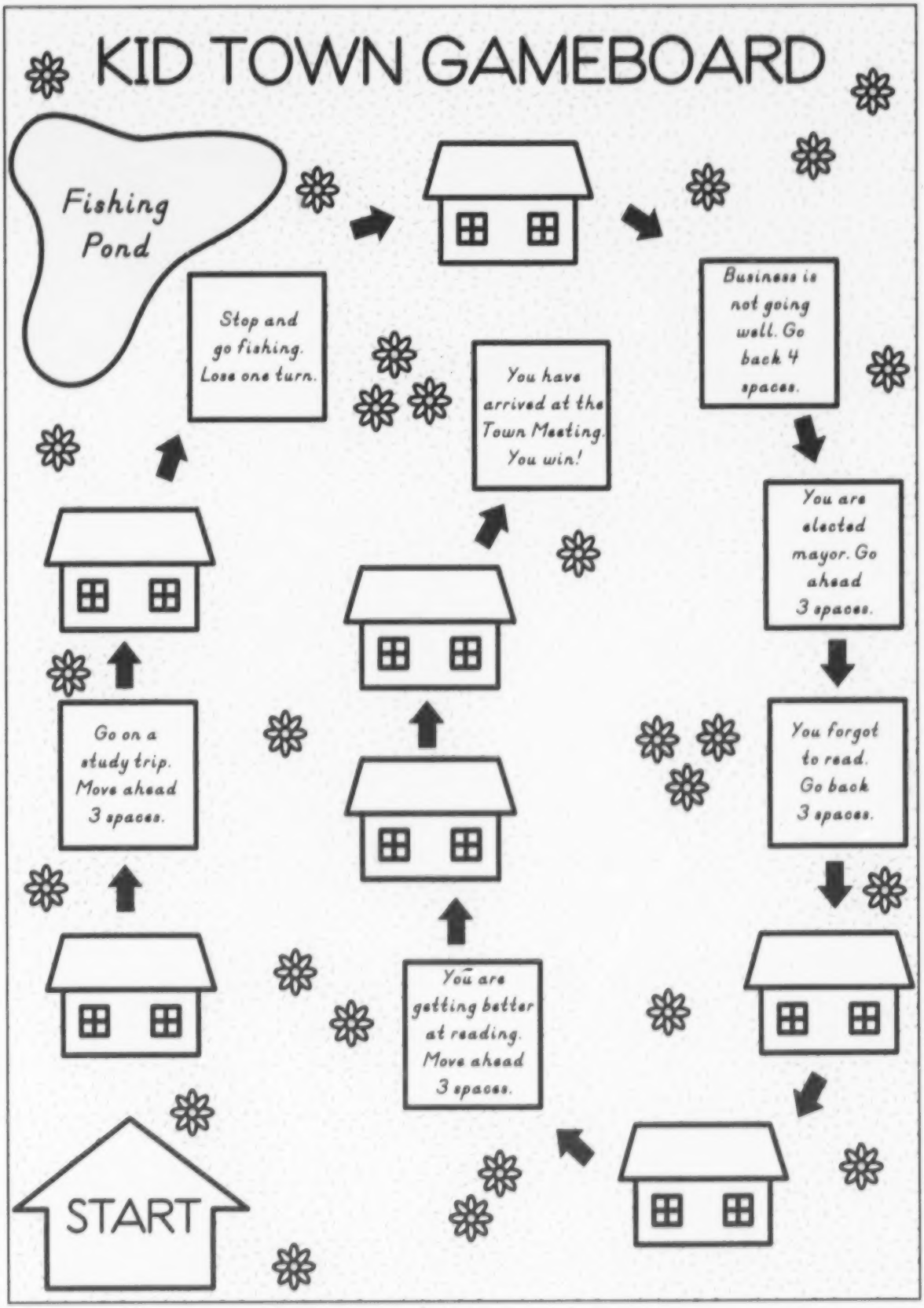




My Writing Journal

Glue your
school picture
over these
words.




KID TOWN GAMEBOARD
Fishing Pond
Stop and go fishing. Lose one turn.
You have arrived at the Town Meeting. You win!
Business is not going well. Go back 4 spaces.
You are elected mayor. Go ahead 3 spaces.
You forgot to read. Go back 3 spaces.
You are getting better at reading. Move ahead 3 spaces.
Go on a study trip. Move ahead 3 spaces.
START

INTRODUCTION - 1

Improving your KID TOWN

This phase of KID TOWN is designed to renew enthusiasm, to improve the running of the simulation, and to begin preparations for the culminating event—**the Town Meeting**. Choose any of the following activities you wish to include. (Of course, you can also add your own.)

1-Letter The arrival of the special KID TOWN HEADQUARTERS LETTER (tab 7/page 4) delivered by the school principal or someone else from the school office catches students' attention. (You will have shared in advance with your messenger how she/he can stimulate your student-citizens of KID TOWN.)

2-Town Improvement Plan Attached to the above letter (see sample on tab 7/page 4) is a TOWN IMPROVEMENT PLAN (see sample on tab 7/page 5). I recommend that you create *your own TOWN IMPROVEMENT PLAN* to aid classroom management during the simulation. Here are some potential issues that may need to be discussed:

- housekeeping of prop boxes and store areas
- completing checkbooks correctly
- counting back change correctly
- taking roles seriously
- staying in the assigned area for a reasonable length of time
- using manners
- taking care of property

"Our best brainstorming idea for the mayor was that the candidates should dress up to look like adults!"

3-Electing a KID TOWN mayor You can mention the election of a mayor in your TOWN IMPROVEMENT PLAN. Electing a mayor encourages students to think about leadership and the qualities a capable leader needs. Following your short explanation, students will then brainstorm important qualities for a mayor as well as ideas for her/his election.

INTRODUCTION - 2

Improving your KID TOWN

My group of first and second graders brainstormed this list of qualities for a mayor of their KID TOWN:

- honest and nice
- be able to count money
- hard worker
- knows where to go in town
- knows when to get help
- knows why to get help
- strong—no crying
- knows when to work, not play
- knows what to do

Have nomination and candidate speeches. Finally, use the BALLOT form on tab 7/page 13 to conduct your election. *Be sure to make provisions for secret ballots!*

4-Fate Card mail

- Cut apart FATE CARDS (tab 7/pages 6-9).
- Address envelopes to each student in your class.
- Put one FATE CARD into each envelope.
- Put the three mayor FATE CARDS into separate envelopes. Label these for the mayor.
- As necessary help students to read their FATE CARDS.
- Add or subtract amounts as indicated in the mail.

5-Making a New Creation

- Give each student a copy of the NEW CREATION sheet (tab 7/page 10).
- Have students meet in cooperative learning groups. There they can brainstorm ideas for their "creations."
- Circle your room, stopping at the groups and helping students' imagination take wing.
- Be aware that the planning sheet is just that—a sheet for planning.
- Provide materials from the **Recycling Center** and some other supplies for the students to create something new that will make your room a more attractive "town." (For example, styrofoam meat trays, axles, and plastic wheels have potential to be many different forms of transportation.)
- Students might begin some of their work before they actually fill out their NEW CREATION sheets.

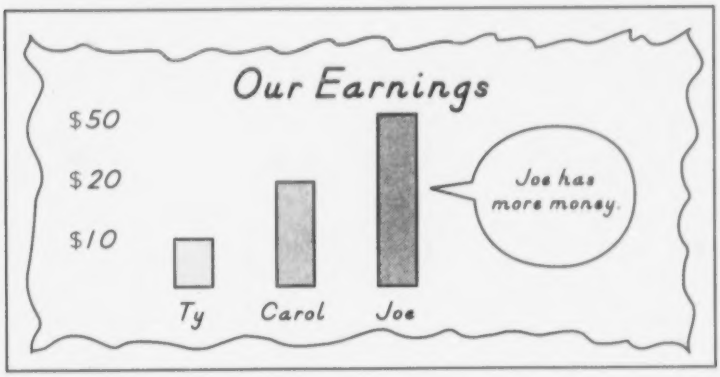
"I'll make city garbage cans for our messes."

"Susie and I will put pictures on city lamp posts!"

Improving your KID TOWN

6-Graphing

- Gather data from each student about their checkbook balances or wallet contents.
- Involve the students in creating a bar graph.
- Enlist questions from the students that can be answered with the graph.
- Create a bulletin board display of this information.



7-Assembly line projects

The use of an assembly line emphasizes the concept of working together for a mutual goal. Each student makes an important contribution that increases production and improves the quality of the product. The students become skilled in their specific task.

Written directions are given on tab 7/page 11 for assembling MAGNET MICE . Display these directions for the students to read and consult. Many other craft and art projects could also be used in an assembly line production.

8-Making Signs

- Use the FOR SALE sign on tab 7/page 12 for any items being sold during the Town Meeting.
- Emphasize that successful sellers use clear, large penmanship to tell the vital information about their products. Of course, encourage your students to paint illustrations on their FOR SALE signs as in the example on the right.

KID TOWN Headquarters
Sweet Home, Oregon

_____

_____

Dear KID TOWN Citizens,

Let's make KID TOWN better!

I have looked at the bank records that your teacher sent to me. I am sure you could do a better job of making and selling things in your stores. Be sure that you are using all the services, such as the public library and public school. If you are a worker, please remember to keep working hard to make the most money for yourself and to improve your town.

Attached to this letter is a list of things you citizens must do to have a better town. Read and follow this list carefully.

Sincerely,

TOWN IMPROVEMENT PLAN

1. You must keep a cleaner town.

2. You must elect a new mayor. You must elect the person fairly and with an understanding of who would be best for the job. Your teacher will give you more information about the election.

3. You must read your fate card mail and add or subtract the money.

4. You must each suggest something new to make.

5. Begin plans for a Town Meeting. You will invite your family to show them how much you have been learning.

6. Keep track of how much money you are earning by creating a class graph.

7. You must work hard together to make some new items. If you do this like an assembly line you will make more things in a shorter time.

BEST COPY AVAILABLE

FATE CARDS - 1

A new classmate will be coming to your classroom. You can share with him by giving him $5.	Mayor Card: The school principal saw your class working hard. A bonus of $1 was left for everyone.
Your store got a new computer. You can work better now. You make $2.50 more today.	Mayor Card: Your town is recycling very well. All citizens get a rebate of $1.
You find $10. You turn it in. You get a reward of $3.	Mayor Card: You have a crime free town. All of your citizens get a tax refund of $5.
A classmate moves and gives you $4.25 of her money.	Your business got a new computer. You are fired. Pay back the last $2 you earned.

FATE CARDS - 2

It is 100° outside. You need air conditioning at the store. You help pay for it with $6.	You got sick. There is not a hospital here. Pay $3 for gas. The doctor bill is $6.
There is a big storm. No customers come. The store can't pay you. Give back $3.	If you have worked at 2 stores, you get a $2 bonus. 3 stores $3, 4 stores $4. If you have worked at 5 or more stores, you get a $10 bonus.
The store is doing well. You get a bonus of $5.50.	Today the mayor has a birthday. Pay $1.75 for his present.
Are you a good artist? If you think you are, you get $3.75.	Did you work yesterday? It was a holiday. You get paid $3 more.

FATE CARDS - 3

You worked extra time yesterday. Get overtime pay of $2.25.	A pen pal comes to visit you. She gives you $6.50 for stamps.
A pen pal comes to visit. You take him to the movies and for pizza. It costs $4.75. You pay.	Have you learned to read or write some new words lately? If you have, get $5. If you have not, pay $7.
A visitor gave books to the library. We won't have to buy books. If you have just read a book, you get a bonus of $7 for books we don't have to buy.	The movie you reviewed at the theater wins an award. You get a cash prize of $8.
The banker makes a mistake. You get $5 extra. If you give it back you get another fate card.	There was too much rain. Now there are lots of bugs. You need to spray the fishing pond. Pay $5.25 for spray.

Your pet dog bit someone. You must pay $4.75 for the doctor bill.	The president is coming to town. Work more to make more things. Get paid $6.25.
Do you like to sing or to listen to music? If yes, you get a music award of $3.50.	The jewelry store is low on supplies. Pay $4 for supplies.
The 911 operators are helping people. If you can say your phone number get a bonus of $9. If you can't, pay a fine of $3.50.	If you have been working hard in the town you get $2. If the mayor says you have, you get $1 more.
The president of the U.S. is coming to visit. Pay $3.50 for a party for him.	You found a lost cat. Get a reward of $3.

MAKING A NEW CREATION

Name: _____

Today's date: _____

What I want to make: _____

What it looks like: _____

_____

_____

What it has or does: _____

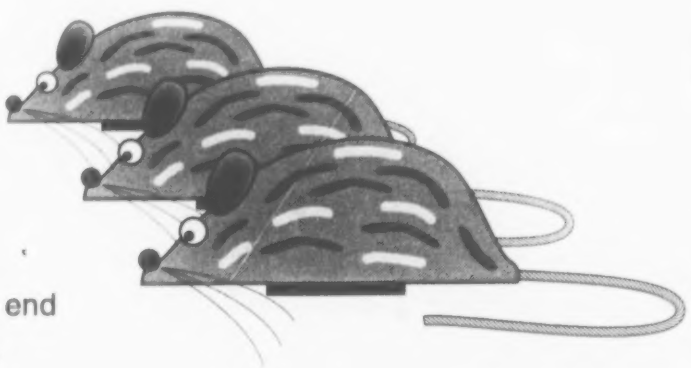
_____

Here is a picture of my new creation:

HOW TO MAKE MAGNET MICE

Directions:

1. Begin with one half of an empty walnut shell.
2. Glue and stuff one cotton ball into the empty shell.
3. Trace the outline of the shell on construction paper. Cut it out.
4. Glue the construction paper to the bottom of the shell stuffed with cotton.
5. Glue two wiggle eyes on the narrow end of the top of the walnut shell.
6. Glue one small pompon to the tip of the shell for a nose.
7. Cut two oval felt ears less than one-half inch long.
8. Glue felt ears on the top of the walnut shell.
9. Cut two two-inch lengths of yarn. Unravel the fibers.
10. Glue the yarn near the nose to resemble whiskers.
11. Cut one three-inch length of yarn.
12. Glue yarn on the large end of the shell to be a tail.

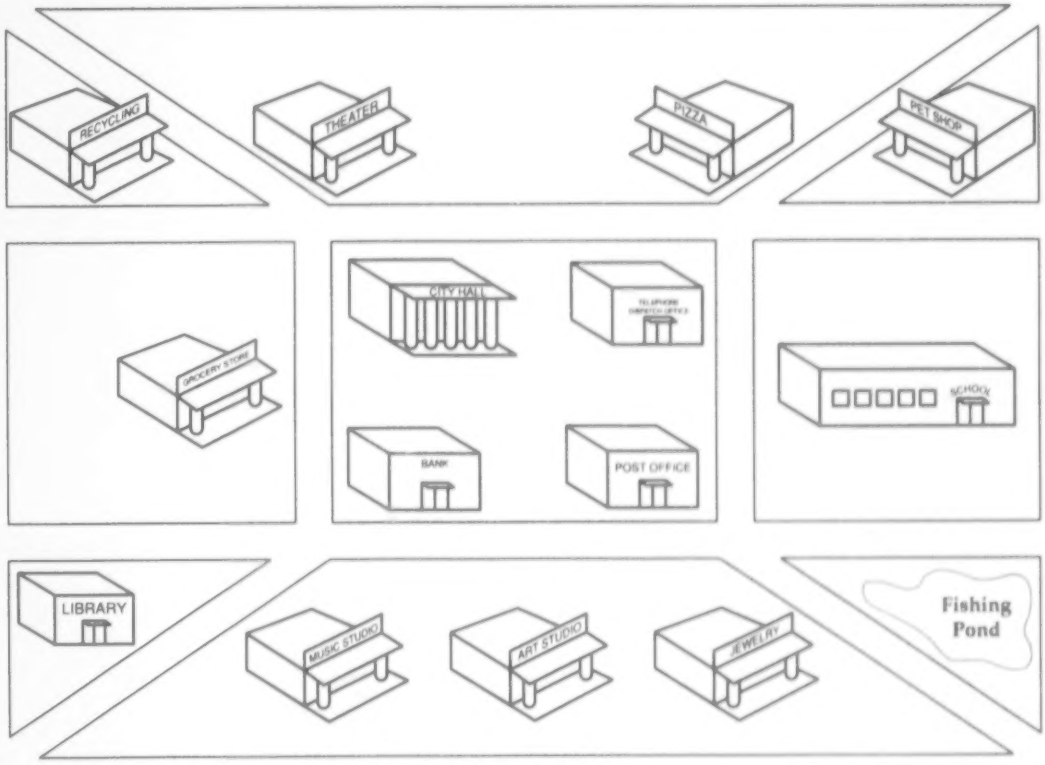


13. Turn the shell over. Peel the paper off a magnet. Place the magnet on top of the construction paper backing.
14. Do a quality check for all parts.
15. Test the magnet mice on a magnetic surface.

FOR SALE

only _____

BALLOT FOR MAYOR OF KID TOWN



Directions: Circle one yes vote. All others must be a no vote.

_____ yes no

_____ yes no

_____ yes no

_____ yes no

_____ yes no

_____ yes no

Sign your name _____

INTRODUCTION - 1

Preparation

Teaching Tip →

The PARENT INVITATION LETTER on tab 3/page 8 is a model of a letter that is sent home in advance. Two days before the Town Meeting have students create ***their own invitation letter*** *encouraging their parents to attend the Town Meeting.*

In their **Town Meeting** your students will demonstrate to the important people in their lives what they have learned in KID TOWN. Allow enough time to organize, create, and practice for this event. Plan ahead to complete the PARENT INVITATION LETTER and the KEEPSAKE BOOK. Add as many optional activities below as you wish.

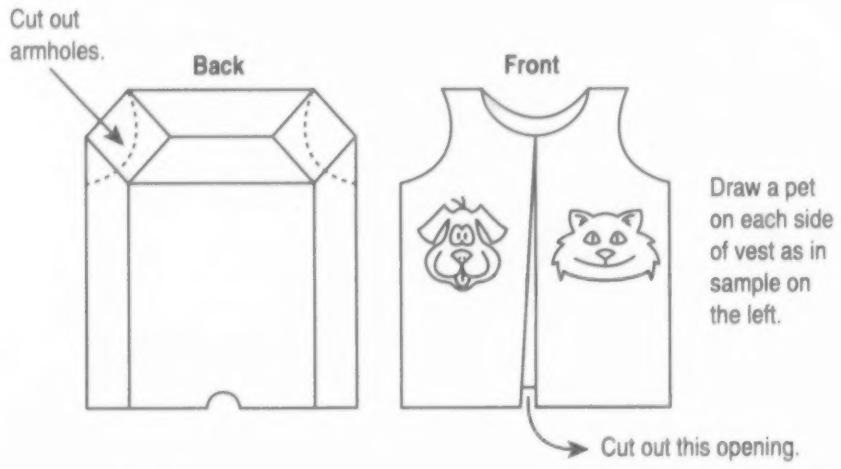
Refreshments

- Make non-bake or other kinds of cookies. This activity can become a science lesson related to the concept of chemical change.
- Have students prepare fresh fruits and vegetables for a healthy snack platter.
- Involve students in creating a shopping list and possibly shopping for ready-made refreshments.
- Use this opportunity to practice math problem solving in planning for quantities of punch and other refreshments.

Costumes

On tab 8/page 9 is a VEST PATTERN. If you wish to involve your students' parents, you can generate interest in the upcoming ***Town Meeting****: Duplicate and send home this pattern for students so that their parents can help them make their vests.*

- Make simple vests out of paper grocery bags. Students can decorate their vests to advertise the products for sale in their stores. Here is a suggested pattern:



- Make visor hats to be worn at the Town Meeting. Reproduce on tagboard the VISOR HAT PATTERN found on tab 8/page 10. Have students cut out and decorate their visors. Staple on a 5" x 1" paper strip. They can decorate their visors to complement the KID TOWN name or their favorite stores.

Awards

- Duplicate the AWARD PATTERN on tab 8/page 11 to give out during the **Town Meeting**. Base the awards on the child's contributions during KID TOWN. Be sure to include awards for academic improvement in reading, participation in the daily message activity, and highest total earnings.

- Students prepare awards to give one other. They can refer to the qualities for a mayor which they determined earlier, or other qualities that are important to them.

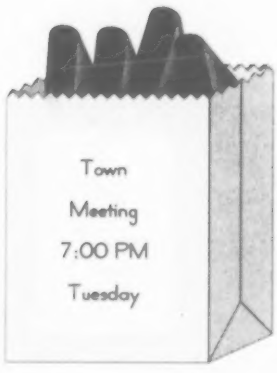
- Have students help you prepare awards for the businesses. Focus on the skills being taught through the businesses (healthy eating at the Grocery Store, fractional math at the Pizza Parlor, letter writing at the Post Office, etc.).

Invitations

- Use folded construction paper and items from the **Recycling Center** to decorate the invitation's front cover.

- Use art media from the **Art Studio** to decorate the invitation.

- Duplicate a class set of the POP-UP INVITATION on tab 8/page 12. The pop-up portion could signify an important part of the town, a book, or a photo of the child.



- Put the **invitation** on a paper bag inviting the families to participate in a "Brown Bag Book Exchange." In addition to the details for the **Town Meeting**, give directions for the book exchange. Each child may bring two or three used paperback books to exchange. *Be sure to list on the sack how many books were brought and the name of the student donor.* Have students exchange books at the **Town Meeting** and take their "new" books home in the brown bags.

KEEPSAKE BOOK - 1

For a culminating event and keepsake of the KID TOWN simulation, assist students in creating a "published" book. Students can more easily write about things they know about, are interested in, and have just done. Writing this book serves as a debriefing and conclusion for the simulation activities.

Book cover

You can make the book covers , but you may want to involve parents or an assistant. If you choose to have the students make their own books, plan on groups of six children. Involve two or three volunteers and divide the class into four or five groups. About 30 minutes will be needed to complete the book covers. Dry the book covers for a day or two before assembling them with the text.

Discontinued wallpaper books are usually available free upon request. Ask a parent to locate some large books for your classroom's use.

Materials needed

- tagboard
- construction paper
- wallpaper, cloth, contact paper, or wrapping paper
- glue

Teaching Tip

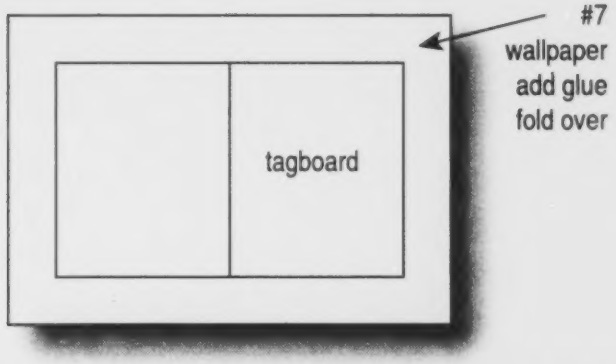
Wallpaper makes a strong, colorful cover. It also provides many design choices.

Directions

1. Fold one piece of 9" x 12" tagboard. Assist students to make sure the fold is even.
2. Choose a piece of wallpaper. Ahead of time cut the pieces of wallpaper out of the sample book with a razor blade. Each page needs to be about 10 and 1/2"x13" (1-1/2" larger than the tagboard). If your wallpaper pages are not this big, adjust the size of your tagboard.
3. Place wallpaper pattern side down.
4. Put glue on the edges and middle of the tagboard.
5. Place glue-covered tagboard down on wallpaper.
6. Pat the glued tagboard. Pre-fold the wallpaper edges around the tagboard.
7. Put glue on wallpaper edges. Fold down.

***Note**: See the illustrations of assembly directions on the next page.*

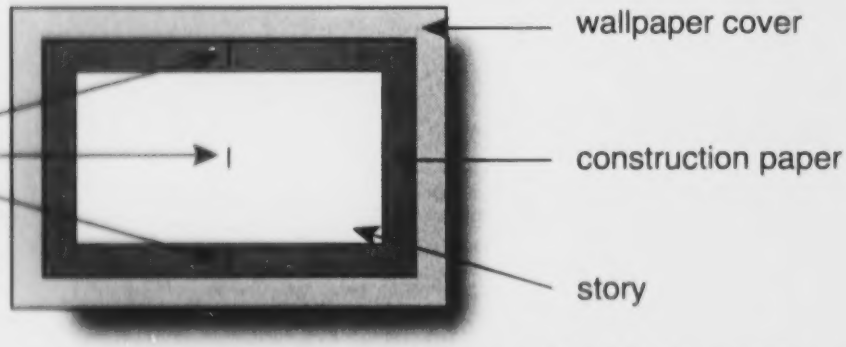
KEEPSAKE BOOK - 2



8. An adult will need to help clip the edges to make a neat, mitered corner.
9. Fold the entire book at the original crease. Allow to dry.
10. Choose a piece of construction paper that coordinates with the wallpaper. Fold the construction paper.
11. Collate the duplicated pages of the story in the correct order. They may need to be trimmed about 1/2" to fit inside the wallpaper book.
12. Put duplicated story inside the construction paper. Put this entire packet inside the book cover.
13. Use a book stapler to put three staples down the center of the book.
14. Students may glue the end construction pages to the oaktag that is showing on the book cover.
15. Students reread the text and use illustrations or photographs to complete the book.

Teaching Tip

A book stapler will save considerable work. If your school doesn't have one, you'll need to sew the inside pages.



16. Use either permanent markers or a blank label to write the title and author's name on the front cover.

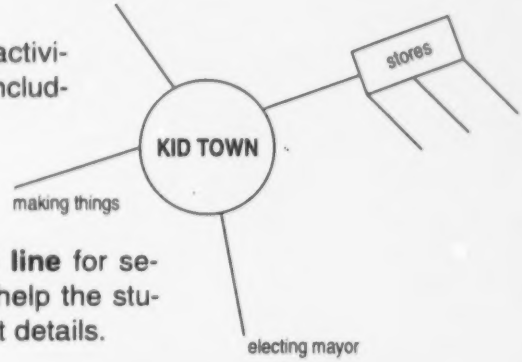
Optional book covers

- Follow the above directions but use fabric, contact paper, gift wrap, or construction paper instead of wallpaper.
- Staple construction paper covers to the story. Cover the staples with a strip of colored tape.
- Punch holes through the cover and stories. Put together with metal rings or tie with yarn or string.

Writing the story

Pre-writing

- Review the simulation activities by creating a **web** including the important events. (An example is on the right.) Also consider creating a **story line** for sequencing, which may help the students to fill in important details.



- Read pattern books to help students see a format for writing. *The Important Book* by Margaret Wise Brown is based on a pattern that helps children to see details. Brown writes:

> "The important thing about an apple is that it is round. It is red. You bite it and it is white inside, and the juice splashes in your face and it tastes like an apple and it falls from a tree. But the important thing about an apple is that it is round."

Teaching Tip

Time you spend with students on pre-writing activities should enhance the story's quality. Students will also have more confidence in their ability to complete their writing contributions.

Writing the book

Depending on the writing skills of your class you will need to decide the most effective way for your class to write the story to be included in the KEEPSAKE BOOK. I recommend that you do the story *as a whole class group story*. This process allows for interaction between students and a simulation debriefing. There are several ways you can proceed. Choose the one best suited to your students or continue with a format that you already use for writing group stories.

- Use the semantic web to assist in writing a story. A group language experience story can be written based on what the children say.

- Provide sentences frames such as these:
  I thought _____ was the most fun because _____ .
  I learned _____ by _____ .
  I thought was the hardest to do because _____ .

KEEPSAKE BOOK - 4

- Use the pattern from a patterned book such as *The Important Book*.

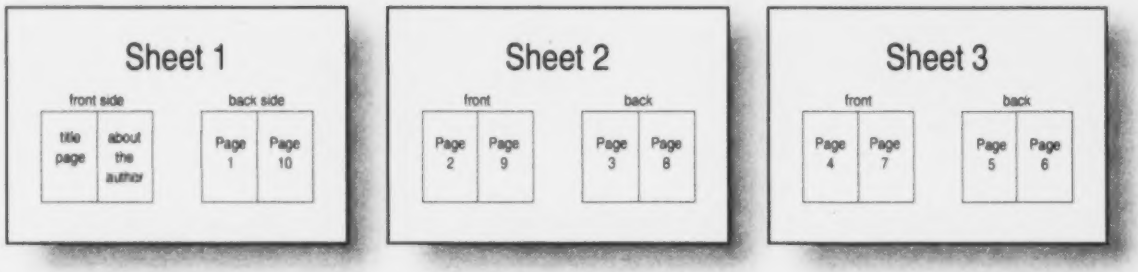
> "The important thing about KID TOWN is ***we had jobs***. You had to apply for jobs and work hard. You did make money. You made things to sell. But the important thing about KID TOWN is ***we had jobs***."

Teaching Tip

Patterned stories help a group focus while they are writing collectively.

Preparing the book

After the story is completed on chart paper, type the final draft. Each 8 and 1/2" x11" sheet of paper will result in four pages in the student's book because it is printed front and back. The diagrams below show a three-sheet book resulting in 10 pages of text with optional pages for the title and a blurb about the author.



Special pages in the book

- **Title** This page may include the title, author, illustrator, room number, and school name.
- **Dedication** On this page students may dedicate their book to an important person in their life or to someone who helped them.
- **Author bio** The author's picture and description may be on this page. It may be created by the author listing his likes, dislikes, strengths, etc. An option to this approach is that the class helps the author to create the biography notes.

Illustrating the book

The students will need to reread the text in order to add illustrations. Photographs or photocopies of photographs may also be used.

AGENDA - 1

I recommend that you plan the **Town Meeting** in an open house format. Families may arrive and leave at any time during the designated hours. Students should be able to independently follow the agenda that you have prepared with them. A sample **Town Meeting Agenda** is below. Modify the agenda to complement the interests your students displayed during the simulation.

Town Meeting Agenda (Sample)

Teaching Tip →

If you feel it is appropriate, consider explaining the "balanced literacy" approach to reading.

Encourage parents who are concerned about their son's or daughter's reading progress to meet with you at another time.

Be sure you have had your students practice their sales talks— **standing** *in front of fellow students within cooperative learning groups.*

1. **Reading demonstration** Students demonstrate to their parents their increased reading ability by reading any of the following:
   - Beginner Stories
   - Keepsake Book
   - Related Children's Literature
   - Daily Message (Save at least one for this demonstration.)
   - Rhyming Word Flash Cards

2. **Explanation of finances**
   - Students explain the checkbook or wallet system they used in earning and spending money throughout the simulation.
   - Students give their parents a wallet of money that their parents can spend throughout the **Town Meeting**.

3. **Sales talks**
   - Students give a one to five-minute sales talk to convince their parents to buy their new products. Parents can buy Kid Town products with "money" from their new wallets.

4. **Tour of the town**
   - Each parent should receive a copy of the TOWN SQUARE MAP. Their student will explain how all helped to color each section as they worked in the corresponding businesses in their classroom.
   - Have prepared at each business or store a task written on a card that prompts the students on what to show their parents. Prepare these ahead of time so the students can practice reading the cards to one another. Use the following examples, or change them to reflect what your students have done during the simulation:
     - **Grocery Store**: Show how you fill out a shopping list and plan a meal.
     - **Post Office:** Deliver the letter you wrote to your family.
     - **Pizza Parlor**: Show how the pizza is sold. Explain what fractions are.

- **Art Studio**: Explain how you displayed your art work. Sell it to your family.
- **Recycling Center**: Sell a recycled project.
- **Public Library**: Read to your family.
- **Telephone Dispatch Office:** Talk on the phone. Use the situation cards.
- **Public School**: Read the Word Family flashcards.
- **Pet Store**: Sell a pet you have made.
- **Movie Theater**: Demonstrate how the projectionist shows the filmstrip.
- **Jewelry Store**: Sell a piece of jewelry you have made.
- **Fish Pond**: Catch a fish.
- **Music Studio**: Share your favorite music.

5. **Refreshments**
   - Designate a special refreshments area. Everyone will love the food, and the environment here is excellent for meeting and talking with parents.

Other Considerations:

1. Decide if it is important that the students follow the agenda in a sequential order. If it isn't, make it clear to the students that they may do things in any order they wish. *Make this decision based upon your own comfort level for spontaneity and your students' ability to function in a less structured situation.*

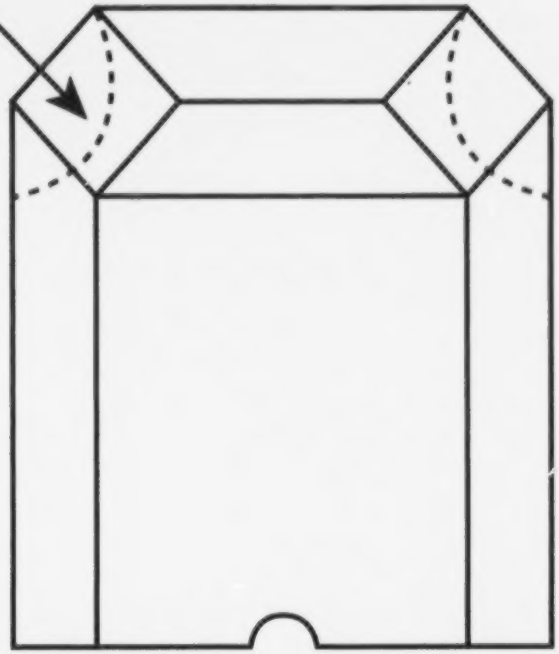
2. Invite media such as the local newspaper or television station.
   a. Often you can get the newspaper to come if you are asking them to take a few quick photos. Prepare a short article—or a list of key information—complete with students' writing from their KEEPSAKE BOOKS. Distribute this information to the media. This advance preparation on your part helps encourage newspapers to feature school events.
   b. If a TV station agrees to send a reporter plus camera person, talk with your students in advance about what they think the class could do to be "a hit on the evening news." You'll likely be amazed by just how TV literate your students can be!

3. Have a plan for parents who could not attend. Possibly they could attend at a time other than the designated **Town Meeting** time. Another option might be videotaping the missing parents' children doing their sales talks and reading demonstrations.

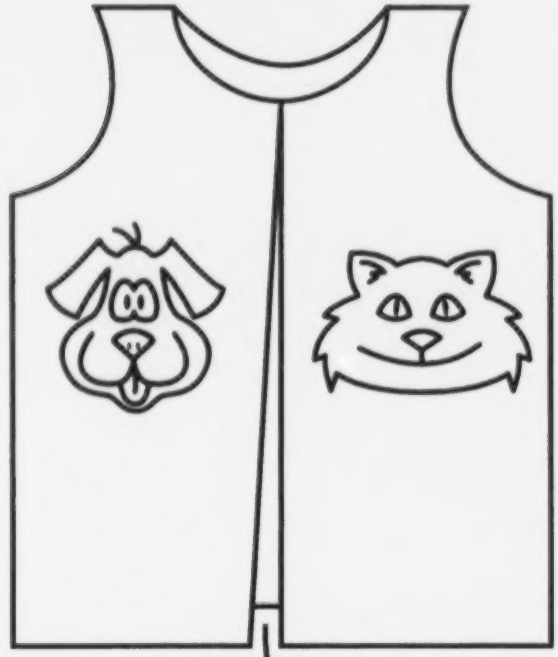
Students: You will make your vests from a brown paper bag.

Cut out armholes.

Back



Front



Cut out this opening.

Make a vest for yourself by drawing something about your store. Here is a Pet Store sample vest.

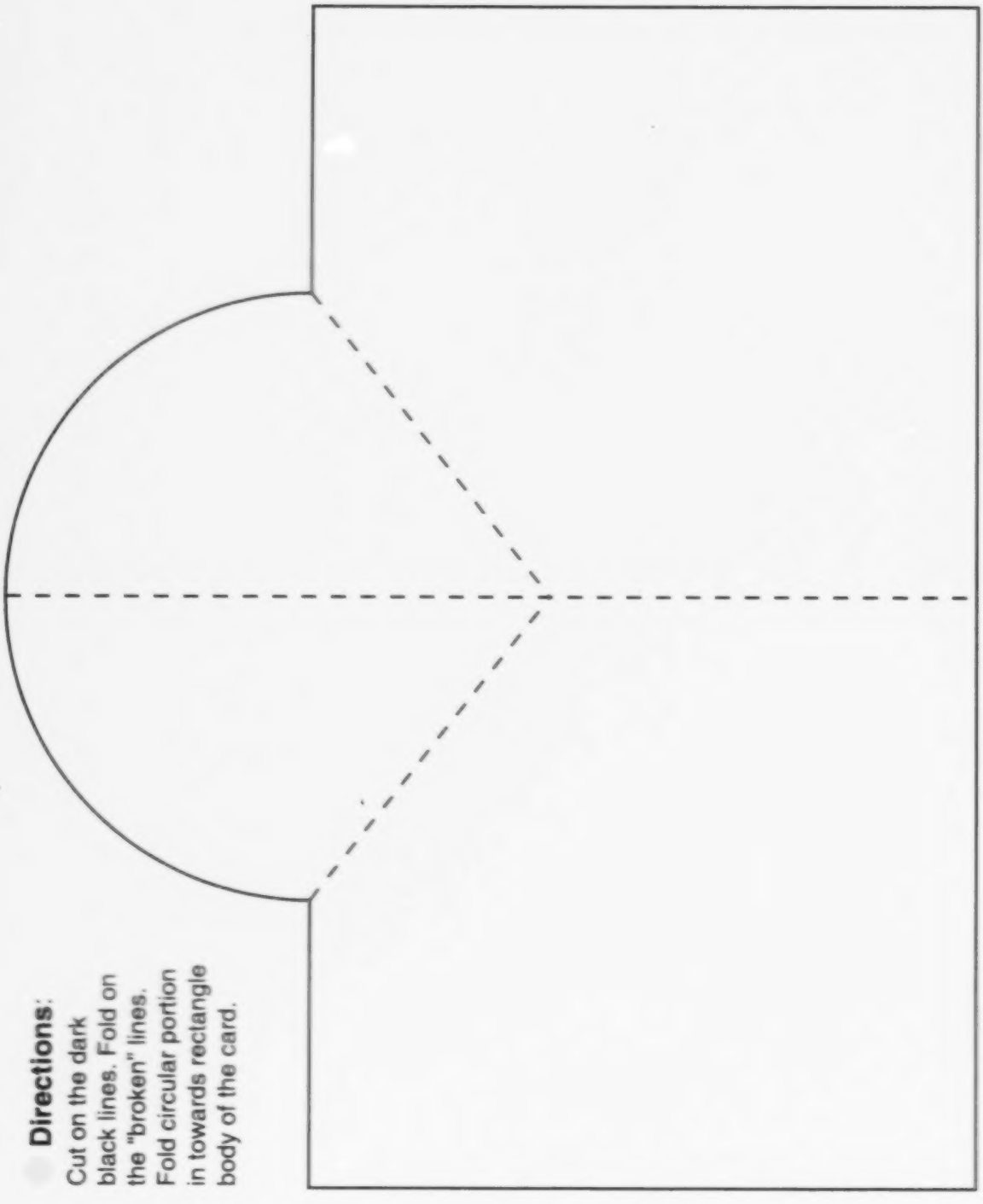
VISOR HAT PATTERN

Student
Example:

AWARD PATTERN

Example:

POP-UP INVITATION



Directions:
Cut on the dark black lines. Fold on the "broken" lines. Fold circular portion in towards rectangle body of the card.

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